CHILD STUDY

A JOURNAL of PARENT EDUCATION

NOVEMBER, 1938

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H E A D L I N E S

1888-1938: This span of years has brought developments of immeasurable significance to childhood and to family life. CHILD STUDY, combining in this anniversary issue the November and December numbers, celebrates not only the Fiftieth Anniversary of the Child Study Association but also the achievements of this half-century in the fields of child development and parent education.

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The articles in this issue have been written by men and women who have made distinguished contributions to this development. DR. ARNOLD GESELL is Director of the Yale Clinic of Child Development and best known, perhaps, for his original studies of infant and preschool growth and maturation. DR. ADOLF MEYER is Psychiatrist-in-Chief at the Johns Hopkins Hospital; his pioneer work in psycho-biology has had far-reaching effects on our approach to child study. DR. BERNARD GLUECK is a psychiatrist who was a pioneer in psychiatric work in child guidance and delinquency. KATHARINE F. LENROOT, as Chief of the United States Children's Bureau, has carried on the fight for child health and child welfare through a wider dissemination of knowledge and facilities. MRS. HOWARD S. GANS, Honorary President of the Child Study Association, SIDONIE MATSNER GRUENBERG, Director, and CECILE PILPEL, Director of Study Groups, have given long and distinguished service to parent education.

Babette Deutsch, whose poem appears in this issue, is the daughter of one of the earliest study group members of the Child Study Association.

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The January issue of CHILD STUDY will discuss new approaches in sex education.

FIFTY YEARS OF CHILD STUDY

THE Child Study Association today, as fifty years ago, stands for the principle that however important may be the contribution of the schools, and the effects of the radio, movies and all the other outside forces which impinge on children, the quality of the home is still the fundamental determinant in the life of the child. And since it is the parents who determine the conditions and create the atmosphere, it is they who constitute the most important educational factor in the lives of their children.

WITH the clear objective of better family relationships, and with this long tradition which has today developed a balance and a maturity, we feel that we are young and vital enough to keep abreast of and interpret the thought of today. More than ever before, in the light of modern psychiatry, we know that in the relations of children to parents, brothers to sisters, and in the profound effect of the early influences lies the foundation of our social attitudes. More than ever we are challenged today to investigate further the intricacies of personality development, and to help parents apply that knowledge to a sympathetic understanding of children.

MANY today scoff at a preoccupation with the minutiæ of personal relationships in the face of staggering world problems. But to us it seems that it is right here within these relationships that we find the key to a better world. If we hope ever to have a form of social life—national and international—constructive and cooperative and free from the devastating aggressions and vindictiveness that we see all around us today, we must start by building well-rounded personalities through better family life.

IT IS therefore with confidence that we continue our work in this field, knowing that in the history of human progress fifty years is but a day.

Bird S. Baker

A Half Century of Science and the American Child

By ARNOLD GESELL, M.D.

THE gilded eighties, the gay nineties, the turn of the century, the turbulent twenties, the threatening thirties—the Child Study Association of America has survived them all!

The Gay Nineties

To sense the changes which have taken place in these fifty years, we must take a tender glance at the dear, departed nineties:

Bicycles, bangs and braids. The bicycle became such a fad that it was pronounced a potential menace to morals, an actual menace to church attendance. Top-buggies parked at hitching posts; wooden Indians stood on the curb. The phonograph with long rubber tubes to the ears was the mechanical wonder of the age. Along with the magic lantern, stereoscopic views and the family photograph album, it took the place of the modern movies.

Cat-tails, peacock feathers, chromos, mustache cups, be-ribboned rolling pins, china painting, pyrography, souvenir spoons, Spencerian penmanship, and the exotic mandolin helped to fill aesthetic voids. Puffed sleeves were the rage, cuffed trousers an audacious innovation. Maidens wore home-knitted scarfs candidly called "fascinators." *Life* was still a humorous weekly graced by the Gibson girl. But there was a flashlight craze in amateur photography—a foreflash of the pictorial journalism of today. Nick Carter, Peck's Bad Boy, Little Lord Fauntleroy and Palmer Cox's ubiquitous Brownies substituted for Shirley Temple and Mickey Mouse.

Mr. Dooley (with the assistance of Mr. Hinnisy) made comments on the passing show, ". . . An' th' invintions . . . th' flyin'-machine an' th' nickel-in-th'-slot machine an' th' Croker machine an' the sody fountain an'—crownin' worruk iv our civilization—the cash raygister."

The children who grew up in this culture were born of parents who had seen or waged the civil war between the States. And many of these parents in turn had been born of fathers and mothers who had looked upon veterans of the Revolutionary War.

This brief sequence of generations had partaken in enormous changes in the American scene: Colonial agrarianism, the Jacksonian frontier, the centralization of government, the rise of the middle class, the triumph of the machine and of industrialism. Major currents in American thought also underwent remarkable transformations: the Calvinistic determinism of Jonathan Edwards, with its incredible views of child depravity and infant damnation; the romantic optimism of Ralph Waldo Emerson, the transcendental liberalism of the New England mind, slavery and the Southern mind, Victorian innocences, the present-day pessimisms, and scientific rationalism.

These climatic changes in community opinion, as Parrington, Mumford and Beard have shown, are reflected in the history of American literature and in the evolution of American architecture. They were no less faithfully reflected in the methods of American education and in changing attitudes toward childhood. The very establishment of a society to study children was in the elegant eighties a token of the changing times. No such enterprise could have entered the minds of earlier forefathers, who derived their concepts of childhood from tradition, or from an inherited theology, or from a book on Original Sin, or from a purely romantic faith in the Utopian perfectibility of man.

The Early Child Study Movement

There were many stirrings fifty years ago which showed a new skeptical temper, and a secular realism. For example, in one and the same year (1889) were founded The General Federation of Women's Clubs, Hull House, Barnard College, and the first American milk station. Indeed, the beginnings of the child study movement can be definitely traced to the early eighties. In 1880, G. Stanley Hall, student of Psychologist Wilhelm Wundt and of Physiologist Karl Ludwig, published a paper entitled, "The Contents of Children's Minds on Entering School." This paper is a legitimate landmark. It was a first-hand, inductive study. It was not based on speculation. It recorded what Boston kindergarten children actually said when their teachers asked them, "What is butter?" "What is milk?" "What are beans?"

In 1881, Mrs. Emily Talbot, Secretary of the

Education Department of the American Social Science Association, issued a circular in which she referred to the new investigative spirit, ". . . the intelligence of animals, even coming in for a due share of attention. . . . Recently, some educators in this country have been thinking that to study the natural development of a single child is worth more than a Noah's Ark full of animals. . . . In this belief the Education Department of the American Social Science Association has issued the accompanying Register, and asks the parents of very young children to interest themselves in the subject—

1. By recognizing the importance of the study of the youngest infants.
2. By observing the simplest manifestations of their life and movements.
3. By answering fully and carefully the questions asked in the Register.
4. By a careful record of the signs of development during the coming year, each observation to be verified if possible by other members of the family.
5. By interesting their friends in the subject and forwarding the results to the Secretary.
6. Above all, by perseverance and exactness in recording these observations.

From the records of many thousand observers in the next few years it is believed that important facts will be gathered of great value to the educator and to the psychologist. . . ."

This ambitious program, characteristically American in its mixture of empirical fact-finding and zeal for social welfare, did not, however, fail to awaken some resistance and satire. Noah's Ark was still far from a metaphor to large sections of the population who fumed or laughed at Charles Darwin, author, in 1859, of that shocking, green-covered volume entitled, "The Origin of Species." In 1889, a lecture on *The Scientific Study of Infant Intelligence* proved a popular success by reason of the fun it poked at the new child study. (The lecture was printed at the request of friends, "some of whom have recently attained to parental or grand-parental dignity and who desire to have in permanent form all the light which science affords to guide them in their new responsibilities!")

With devastating good nature, the lecturer cited the assiduous experiments of Professor Preyer, Monsieur Perez, Herr Kussmaul, and Dr. Darwin, with repeated ironic reference to the doctor's family pride in his simian tree-dwelling forefathers. Referring to the registers of The American Social Science Association, the lecturer concludes, "The registers will go like *la grippe* into every house. Mothers, sisters, aunts, grand-fathers, of course, possibly even fathers, will engage in the scientific study of infant intelligence, and the merits of the newly born generation will be rolled into the fold of a permanent record with as much precision and certainty as we used to operate last year's puzzle of 'The-little-pigs-in-clover.' Every properly constituted University and every Scientific Association will have its cradle of science and its baby chair of philosophy. Under the stimulus of registration also, a vast improvement may be hoped for in the quality of the registered article."*

This ridicule was entertaining and not always amiss. But today the ironic prophecy has a new irony—it has come true: Every well constituted university in America now has its chair or its courses in child psychology, and often a nursery school on the campus.

Charles Darwin took the American Social Science Association Register of Infant Development more seriously. With characteristic courtesy he addressed a lengthy letter (1881) to Mrs. Emily Talbot. "Dear Madam: In response to your wish I have much pleasure in expressing an interest which I feel in your proposed investigation on the mental and bodily development of infants. Very little is at present accurately known on this subject, and I believe that isolated observations will add but little to our knowledge; whereas tabulated results from a very large number of observations, systematically made, would probably throw much light on the sequence and period of development of the several faculties."

As early as 1840, Darwin had made a diary record of the development of his new-born son, William. The diary made special notes relating to anger, fear, left-handedness, affection, reason, moral sense and communication. Even before this, the young father

* The lecture proceeds to its climax as follows: "In short it is not too much to predict that when registration shall have produced its full effects, the millennium itself will have begun, and its prophetic scenes will be realized. For when the wise baby no longer fills his belly with the east wind, but is stuffed with facts, principles, and logical deductions; in short when the child is born a hundred years old, then the judicious lion looking for a breakfast will undoubtedly prefer to lie down with a lamb, or even to eat straw like an ox! Then the infant, tough, leathery and juiceless, will repel the appetite of even the reptile tribes; so that when the sucking child shall be able to play safely on the hole of the asp and the weaned child to lay his hand without danger on the cockatrice's den."

Lecture given in March, 1889, in "The Mechanics Course" of the Sheffield Scientific School of Yale University, and some months later before The Scientific Society of Bridgeport, Connecticut, by Henry T. Blake.

New Haven: Tuttle, Morehouse & Taylor Co., 1902. P. 27.

had been interested in "expression of the emotions," convinced of the *gradual and natural origin* of every form of human and animal expression.

Scientific Trends

In this genetic point of view, in this perception of gradual origins, lay Darwin's contribution to the intellectual thought of his own century and of the present century. The developmental outlook upon nature and upon the human species led to profound revisions in the interpretation of childhood. The concept of evolution with all its corollaries introduced a new and humanizing kind of relativity. Even New England divines, still wrestling with Calvinistic and Augustinian ideas of original sin, softened their doctrines of infant baptism. The new naturalism proved to be a solvent of the gloomier beliefs in fixity and fate. So pervading was Darwin's influence that it has even been said that he won for man absolute freedom in the study of the laws of nature.

Without that freedom it would be impossible to penetrate into the meaning of infancy and into the nature of child development. The modern scientific study of child development is in itself a social assertion of a free spirit of truth. If that spirit is trammeled in any way, man will never know himself, because to know himself he must understand clearly the processes by which he came to be, the processes of child development! So we can scarcely err in paying our first tribute to Charles Darwin, remover of trammels, even though we realize that science in its most organic sense is a social phenomenon, a cultural product. He, more than any other single individual, initiated the genetic and rationalistic trends which characterize present-day interpretations of childhood.

G. Stanley Hall was a powerful exponent of Darwinism. With fertile suggestiveness and comprehensiveness he applied the concepts of evolution to the mind of the child and of the race. He became the leader of the popular child study movement of the nineties which accomplished an extensive humanization of outlook.

Sigmund Freud, also in the nineties, approached the broad problems of the origins of the human mind through the avenues of psychopathology and of cultural anthropology. His great contemporary, Pavlov, approached the same problems through the salivary glands of the dog. Both men reinforced the trend toward scientific determinism.

John Dewey, indigenous philosopher, was imbued with dynamic concepts of growth which "ignited the first flame of the current educational revolution" (1894). Prizing the intellectual and spiritual value of individual initiative in children, he embarked upon educational experiments which gave us a prototype for the modern child-centered school.

Thorndike, scientific scion of Galton, and Alfred Binet, introduced methods and concepts of measurement which have led to standardized tests, educational surveys, and psychometric examinations of literally millions of American children. This wide-scale application of mental measurement and of statistical analysis to psychological problems is notably an American phenomenon and distinctive of the last half century. It has served to reduce the buoyancy of the Philadelphia declaration that all men are created equal. Although the moron is not peculiar to our country, the word *moron* was manufactured in America. (The Greeks had a root for it.) It is not without significance that the science of individual differences has flourished most vigorously among a democratic people.

When America went to war for democracy, adults as well as children came within the scope of psychometric classification. This vast psychological survey of the American army disseminated a novel idea and helped to make the public more receptive to scientific interpretations of the child mind.

Child Development Research

The close of the nineteenth century witnessed the establishment of the principle of safeguarding the physical health of the new-born child. The twentieth century is extending this principle of protection to the mental welfare of the child. The mental hygiene movement dates back to 1908, the Federal Children's Bureau to 1912, the first National Baby Week to 1916. By 1920, child research was growing at a phenomenal rate. The National Research Council in 1923 gave official recognition to the scientific status of this research by the organization of a Committee on Child Development to foster and coordinate investigation. A survey three years later found 418 scientists engaged in child development studies. An elaborate bibliography on the analysis and measurement of human personality up to this date (1926) listed 1,300 titles. A classification of these titles disclosed the interesting fact that 56 per cent of the titles appeared in the five-year period from 1921 to 1925, contrasted with 22 per cent for the period from 1916 to 1920; 11.1 per cent for 1911 to 1915; 5 per cent for 1906 to 1910; 1.5 per cent for 1901 to 1905;

(*Continued on page 78*)

The Bridge Between Parent and Scientist

By ADOLF MEYER, M.D.

IN 1888, a group of three mothers, under the leadership of Felix Adler, began to meet regularly to discuss their problems and experiences. This soon grew into The Society for the Study of Child Nature. The meetings, which had at first been largely devoted to the search for authority on questions of religious and moral improvement of children, soon developed into a search for scientific information about fundamental facts in the understanding of the child and his natural urges. It went a step beyond the dry concern with the scientist's mere measuring and weighing to a warm interest in the practical management of children.

"In order to make our parenthood more intelligent and of the highest use to our children," the organization in 1908 became the Federation for Child Study and began to spread its teachings through study groups, lectures, and publications. In 1923 the organization was incorporated as the present "Child Study Association of America" with a grant from the Laura Spelman Rockefeller Memorial which helped to extend its work on a nation-wide scale. Always close to real homes and to the sources of actual experience, the Association with its advisory board of physicians and educators has become a most effective organization of combined scientific and lay groups.

The movement had a sound historical foundation. The eighteenth and the nineteenth centuries had given a new status to man as individual and to the individual also as child. Instead of accepting the child as the *tabula rasa* of the philosopher, a blank tablet on which ideas were to be written or a vessel or mind into which ideas were to be poured, instead of the doctrine of infant damnation, Rousseau showed us his Emile (1762) as a privileged being in his own right. Pestalozzi made of the Swiss war orphan his pupil and friend. In our own day Preyer (1881) followed Kussmaul's "Study of the Newborn" (1859) with his *"Seele des Kindes"*; Sully and Baldwin gave a student's picture of the child.

But it was the typical American spirit of G. Stanley Hall and his students which led to the accumulation of data drawn directly from the children and adolescents themselves. Here the child was accepted as a person, and viewed in all the possible relations in which the realities of living may place him. In actual schools Colonel Parker and Professor and Mrs. John Dewey boldly encouraged a new activity program through the Progressive Education movement. The old moral concern about the right and wrong, the good and bad of children's acts, began to be supplemented by a physiological, biological, and social understanding of the child as a growing organism with laws of growth and function which parents and educators were obliged to study and to respect.

TO BE sure, child study had to go through its own particular form of measles, its overenthusiasms and perhaps even perversions of sound sense at times; but it did tend more and more to an objective and constructive course, blending science and practice. Laboratory methods brought a sense of certainty. John B. Watson, more than any one else, threw off older traditions and replaced them boldly by his study of behavior and by his experimental spirit. Mrs. Dummer's help (1909) to the Juvenile Court and Salmon's work in the Mental Hygiene Committee (1912) paved the way to the enterprise of the Commonwealth Fund through the National Committee for Mental Hygiene in Child Guidance. Today there is activity in many other fields. The White House Conferences marshaled the rank and file of those actively interested, from the parent to the educator, the child guidance worker, the physician, and the general investigator.

Today the Child Development Committee of the National Research Council is a body which is engaged in the most fundamental scientific work. During this time the Child Study Association of America has continued its work as interpreter between laboratory and parent, research and application, discharging thereby not only an important service to parents and teachers but actually contributing to the field of scientific research itself with practical questions and observations. Though a lay movement, it has become the movement of the *trained* layman, the mediator and distributor of information as well as investigator of far more than the child alone. The child is seen in his total setting, and this setting is seen from the child's angle, as well as from that of the adult.

There are deep gaps to be filled between the scientist and the parent who has just to live it all. The investigator must follow the lead of his data and methods, whereas the parent might be badly misled by imitating this same course of experimentation and narrow focusing. While problems of metabolism, for example, both nutritional and mental, must be worked out by investigators, the translation into something usable for the consumer's life requires its own special skill. Herein lies the particular field for the lay worker. Alas, the language of the scientist and the professional worker is apt to become a jargon. Taught in the early grades to perpetuate frequently untenable traditions or forced to straddle important issues, the scientist comes to invent a lingo of his own, and grows increasingly estranged from the native sense of his language and from simple and direct attention to experience. The trained layman may become similarly afflicted but he has a better chance to keep closer to the facts and to the practical issues of daily living.

TODAY our task, while no easier, is at least more tangible. The ambition of science is not only to understand and control a vast variety of data but also to grasp and if necessary to revalue the very concepts by which it works. It aims to discover the best physical and mental conditions for parenthood; to study the prenatal life of the child and the period of infancy with its gain in skills through motor development, the acquisition of speech, and the mastery of a vast variety of techniques by means of which the growing child meets the demands of life. It strives further to understand infantile urges, the processes of growth and step-by-step maturation, and to suggest an education which shall be in keeping with individual aptitude. Both parents and parent educators need insight and a sane vision and experience with adult as well as child life. They need a perspective reaching also into both maturity and old age and the normal dependence of this last period. It must be understood that old age has problems which cannot be met by old age pensions alone but must take into account the need of "belonging" inherent in familial ties.

Today's widespread interest in the child has brought about an understanding of his natural integration of structure and function. A real respect for the "whole child" entails an endless preoccupation with life in all of its compartments. To achieve a scientific realism concerning our ideal nature and at the same time preserve idealism in our view of objective reality—that is the real attainment and goal of the present century. With it goes a respect for the *person* alone and in the group, and a demand for a well-rounded life, neither only for the soul nor only for the pleasures and comforts of the body.

Today the child is regarded primarily as a child and not as an imperfect adult. Similarly, we, in our differences, are primarily our own selves in the making and not mere samples of a general standard. Learning to harmonize these realizations with the demands and the resources of life does, we may trust, give substance to one's philosophy and religion.

From the start, and more and more clearly now, the parent-child relation has been seen as the core of the concern with human development. Today, as never before, both parents and children are facing fundamental challenges to our civilization. Many presumably fixed institutions and traditions are yielding under the increased speed which permeates the life of all of us, leaving doubts at times of any adequate corresponding capacity of man's own nature to keep pace. All stages of life are affected by unrest, aggravated by the widespread and ruthlessly uneven changes of recent years. The consequences are malorientations that call more than ever for sound understanding.

The exposure of the foibles and flaws in our traditions and the sham dignity of many adults has greatly changed the old unquestioning respect of youth and his willingness to be led. The teaching of emancipation for young people, so splendid in a period of simple pioneering, leads today to complex problems that can find balance only if there are at the same time sound reliable patterns in the groundwork. Today, however, the whole world can at one moment be exposed to an impassioned speech by a master of propaganda with an army of destruction behind him, while the efforts of sane and balanced counter propaganda are scant and ineffectual. The same condition holds true of the bombardment by the daily press. The gospel of success and power and the commercialization of the worst as well as of the best grab us and intrude everywhere, creating a need for fundamental readjustments and provisions, if we as a people are to keep on top of these dislocations.

We stand today sorely in need of some orderly provision for a digesting of these floods of impressions among the leaders, teachers, and guides of our youth if real growth can take place in the midst of so much violent motion and activity. We need stability in motion as well as in the more static relations. In-

(*Continued on page 80*)

Psychoanalytic Psychiatry and Child Study

By BERNARD GLUECK, M.D.

THE birth of the Child Study Association of America antedated Freud's first paper on Hysteria by about five years. Within less than a decade of its birth, Kraepelin coordinated his clinical observations of certain forms of mental disorder under the concept of dementia praecox, and it was almost contemporaneous with the onset of the movement in this country toward a radical change in conception of the nature and objectives of the hospitals for the insane. During the lifetime of the Child Study Association we have also witnessed the rise and decline of Watsonian "Behaviorism," with its efforts to reinstate the "tabula rasa" conception of human nature. The development and fruition of Adolf Meyer's School of Psycho-biology, as an approach to understanding and therapy likewise took place during this period.

A close scrutiny of the activities of the Child Study Association during the half century of its existence reflects among many other things a faithful attention to developments in the biological and the more strictly psychological disciplines, and if it is apparent, as it must be to anyone who is acquainted with the point of view reflected in their educational enterprises, that they have been largely influenced by the contributions from psychoanalytic psychiatry, this is as it should be. More than any other previous attempt at understanding the nature and behavior of human beings, psychoanalysis has emphasized the genetic mode of approach and stressed the significance of childhood experience for the destiny of the individual. More than any previously known method of therapy, it has aimed at a causal therapy, which again stressed the significance of childhood.

Psychoanalysis has added to the well established causal categories of a physical nature a series of psychological and social causal agents which have literally revolutionized our conceptions of the nature and complexities of interpersonal relationships. Especially significant have been its contributions to an understanding of the child-parent, sibling (brother-sister) and marital relationships. It is no wonder then that an organization whose purpose is the enhancement and dissemination of knowledge of childhood and family life should have found in psychoanalytic psychiatry a fruitful field for its cultivation. Although this school of thought had its origin in an effort to help sick people, it soon busied itself with the phenomena of the mental life itself, with the vicissitudes of growth from the unmoral and unsocial state of infancy to the varying stages of maturity and socially adjusted adulthood. It brought forth in increasing measure evidence of the significance of man's biological heritage in the nature of impulse and drive, the socialization and transformation of which constitutes the main task of education.

MENTAL disease in many of its aspects came to be recognized as the expression of a failure of adaptation of these innate dispositions to the requirements of living in association with others; and the causes for this failure were sought not only in the pathological or chemical laboratory, but in the laboratory of life—the home, the school, the playground, and the broader social setting in which the individual strives to achieve satisfaction of the requirements of his bread life and his love life. Preventive principles became possible only with the rediscovery of the ancient truth that the child is father to the man and that it is the period of infancy and childhood which, more than any other period of life, determines the lines along which an individual is going to develop.

Detailed, genetic study of adult neuroticism and failure left no doubt of the fact that the predispositions as well as the actual causes of these failures had their roots in childhood events and constellations. The careful study of child life itself from the very earliest nursery days has fully corroborated the more important psychoanalytic views concerning the nature of man. There can be no longer any doubt today of the great rôle which the emotional accompaniments of eating, elimination, and of certain manipulative activities of the infant and child play in conditioning his character development. There can no longer be any doubt concerning the basic rôle which conflicts in the affectional and guidance relationships between children and parents play in predisposing to neurosis and inadequacy in later life.

Without ignoring hereditary factors, or those of physical and nervous constitution, the more careful study of psychological phenomena and the acceptance of the belief in unconscious thinking and unconscious motivation have put much greater stress upon the significance of attitudes of mind and patterns of behavior as causal factors. By the same token we have come to rely upon clinical methods which aim at modifying attitudes of mind and patterns of behavior as the most dependable agents for prevention and therapy.

It should not be difficult to appreciate that the best opportunity for the exercise of modifying influences of this nature offers itself in connection with the primary association between human beings, in the association between mother or mother substitute and child. Our most dependable information concerning the processes of influencing attitudes of mind and patterns of behavior should come from the careful observation of these early relationships, of the biological, physical, psychological, emotional and social factors which influence the child-parent relationship, the sibling relationship and the family relationships as a whole, for good or for evil.

While it would be desirable to review here the contributions already available to us as a result of the study of these relationships, the limitations of this paper necessitate referring to only a few of these. In so far as we deliberately desire to guide the developmental process into normal channels, we naturally aim to satisfy as far as possible the child's normal needs and to remove from his path obstacles to normal growth. This is a relatively simple task when it concerns the child's physical needs and those dangers which are of a physical nature, such as disease or injury. When we come, however, to the emotional requirements of the situation the task becomes complicated at once by the fact that no generation of parents starts out upon its task of parenthood entirely *de novo,* so to speak. It is itself a product of its relation to a previous generation of parents, who in their turn exercised a significant influence upon it. I am not referring here to strictly hereditary problems. I have in mind those qualities of the parents which contribute to the shaping of the social-psychological setting, the human environment in which the child grows and develops. It is no accident that the Child Study Association has in the course of its growth become such an important agency in parental education. No child guidance enterprise is apt to be successful unless it is paralleled by an enterprise in parental education. The impact between an existing and an oncoming generation leads to inevitable conflict of a greater or less intensity. These conflicts do not necessarily arise because of overt misunderstandings and maladjustments or because of a deliberate preference for making the task of parenthood difficult, although sometimes one can hardly escape the suspicion that such is the case. The forces, which impinge themselves upon the new-born child to mould and shape him into something which meets the requirements of an adult world with its own preferences and aversions, are subtle forces, subject only in a relatively slight degree to deliberate guidance and control and they may, in addition, be motivated largely unconsciously.

Through the child's increasing capacity to become aware of these forces, in the shape of attitudes of mind, emotional reactions and patterns of behavior, through his attributes of suggestibility, imitativeness and capacity for identification with others in his environment, these parental attitudes and motives become increasingly reflected in his own attitudes and motivations.

THE degree of emotional maturity achieved by the parents themselves, the degree of freedom from compulsive and coercive drives in their own natures, the degree of satisfaction of their own needs and freedom from undue frustrations, their attitudes toward parenthood in general and to a given child in particular, all these are important elements in contributing to the shape of things in the child's milieu. There are limits beyond which environmental frustrations cannot go without causing damage to the developmental process, since they interfere too seriously with the necessary satisfaction of certain fixed dispositions which characterize the nature of man from before birth. These dispositions, which we term instinctual, and which reflect man's biological heritage in the nature of certain specific channels for energy expression, are the basis of all human pursuit and striving, subject to extensive sublimatory adaptations. The free flow of energy through these preferential channels in response to the need of the organism is associated with a sense of pleasurable relief or relaxation, whereas the inhibition of this flow of energy is associated with a sense of painful tension and frustration. Now from the point of view of man's place in the biological scheme of things, the satisfaction of these original needs would depend solely upon the pursuit of those opportunities which favor the survival of the self and the perpetuation of the species. But living in association with others

and recognizing the rights and claims of others to similar advantages, in brief, the entire cultural pattern which impinges upon the growing child, demands the achievement of a workable compromise between the claims of his original nature and those of his acquired, cultural self. How successful the child is to be in this important adjustment, how well he will tolerate without serious injury to growth the necessary privations and frustrations which the abandonment of infantile modes of satisfaction calls for, will depend to a large extent upon the character of the human environment in which he is obliged to carry out his emergence from the unmoral and unsocial state of infancy.

THE events of birth and weaning, of the acquisition of the necessary cultural requirements concerning bodily cleanliness, of the necessity of tolerating the sharing of parental interest and affection with brothers and sisters, of controlling aggressive and destructive impulses are all experiences of the greatest importance to the infant and child. Apart from questions of a healthy physical and physiological background in the child himself, the behavior of the adults in connection with these events determines to a large extent the character of the child's adjustment to them.

However, the parent does not remain for very long merely a source of food supply and comfort, but soon becomes an object of emotional satisfaction, initiating and maintaining a series of complex and important calls for adjustment on the part of the child. Growth in capacity for meeting these adjustive requirements always means the acquisition of an ever greater tolerance for enduring the privations inherent in the abandonment of an existing position of comfort, security and satisfaction and the venturing forth to meet the requirements of new positions with the necessary degree of confidence and courage. Serious emotional difficulties of adult life are often best understood on the basis of fixations at infantile patterns of adjustment or regressions to such infantile patterns in the face of some actual difficulties. No matter how well endowed a child may be at birth, the requirements of an expanding self, impinging increasingly upon other selves and being checked and limited by the requirements and pursuits of these other selves, call for a type of adjustment which is difficult. No one willingly abandons the prerogatives and advantages of a well-known and tested situation in favor of the strange and the unknown. And yet this need for abandoning the known and tested for the unknown and novel characterizes much in the growth from childhood to adulthood.

An adequate sense of security on the part of the child in his relation to its parents and parent substitutes furnishes the greatest assurance for a courageous and secure facing of the requirements of growth. It calls for a nice balancing in the dispensation of indulgence and denial, of protection and the encouragement of independence. This means an absence of or a reduction to a minimum of inconsistencies in parental attitudes toward these questions. It means a capacity on the part of the parents for an adult, mature love relationship, which assures them against serious emotional frustrations and consequently against the necessity of exploiting in an unhealthy manner the affectional relations to their children. It means a capacity to avoid unfair discriminations between children, an adequate supply of common sense and a respect for truthfulness. I shall not undertake here a discussion of economic factors, the important rôle of which is well known from its positive as well as its negative side.

What we hope to achieve through healthy child-parent relationships and a healthy family life is the avoidance of having to learn in later life at the expense of a great deal of effort and a great deal of pain and with questionable results the very things which can be learned easily and with a much greater assurance of success in the nursery. We hope to avoid in the adult an undue sense of inadequacy in the face of new situations coupled with an exaggerated tendency to cling for support upon others. We want to avoid tendencies to excessive brooding and a clinging to issues that are past and gone, as well as those excessive avoidance reactions of shyness and withdrawal. We want to avoid the development of the feeling of being neglected or unjustly treated with its corollary of having to occupy always the center of the stage. We wish to avoid the development of pathologically aggressive, suspicious and querulous natures, as well as those unfortunates who go through life burdened with unaccountable feelings of guilt and shame. These are some of the characteristics of adults which we know can be conditioned by the various elements of an unhealthy childhood setting and unfortunate childhood experiences.

We owe this knowledge mainly to the contributions of psychoanalytic psychiatry and the proper utilization of it will continue to depend upon the educational activities of organizations like the Child Study Association.

A Half Century of Work for Children

By KATHARINE F. LENROOT

IT WAS less than fifty years ago that the first milk station in the United States, established in New York City, became an infant welfare center which gave mothers advice on the care of babies and children. Thirty years ago, New York organized the first city bureau of child hygiene. The same year, 1912, that witnessed the establishment by Congress of the United States Children's Bureau witnessed the creation by Louisiana of the first state division of child hygiene.

The great development of activities for maternal and child health and child welfare—especially those under public auspices—has taken place largely within the last quarter of a century. Today, all of the forty-eight states, Alaska, Hawaii, and the District of Columbia, have bureaus or divisions of maternal and child hygiene under medical direction in their state departments of health. Forty-seven states, Alaska, Hawaii, and the District of Columbia have child-welfare divisions in their state welfare departments; and all the states, Alaska, Hawaii, and the District of Columbia, have an official state agency in charge of services to crippled children.

Although public understanding of the place of these public programs of maternal and child health and child welfare has increased through the years, stimulated by the work of many public and private agencies and forward-looking individuals, the scope of today's program is largely a result of the passage of the Social Security Act in 1935. For the first time in our history this Act made possible the coordination of health work for mothers and infants, services for crippled children, child welfare services, and aid to dependent children within a general economic and social program.

The reporting of vital statistics is in itself such a recent development that it was not until 1933 that the last state was included in the birth-registration area. Figures for the expanding area have been available only since 1915. Such figures as are available, however, indicate that our infant mortality rate has been cut nearly in half; that maternal mortality begins to show a downward trend; that communicable disease is being conquered; that the span of life is being lengthened; and that positive health is being safeguarded to a greater degree than ever before.

These are achievements of which we may well be proud. But we dare not be complacent—not while 14,000 children die annually from whooping cough, measles, diphtheria, and scarlet fever; while we lose 35,000 annually from pneumonia and influenza; 19,000 from diarrhea, enteritis and dysentery; 15,000 from accidents; 4,000 from cardiac conditions; and 4,000 from tuberculosis—an average annual total of 88,000 deaths of children under fifteen years of age.

Although our infant mortality rate has been cut nearly in half, we still lose about the same high percentage of babies in the first day of life, many from causes which bring about the deaths of the mothers who give birth to them. And this in spite of the fact that science has brought us the knowledge by which many of these deaths may be prevented.

The increasing proportion of the aged in the population and the decline in the proportion of children means that we must increase our efforts for the preservation of maternal and child health. In only the last twenty-five years the ratio of children to the aged has dropped from seven to one, to four to one. Children are becoming increasingly precious. Yet, while active effort is being made to obtain more liberal financial aid for old people at public expense, no comparable pressure is being exerted to provide more adequate provision for our children. As a people we are still too inclined to make large investments for correction and to do relatively little for prevention.

In planning a program for the immediate future, emphasis should be given to providing adequate facilities to meet the special needs of youth: the need for education, for vocational training, for health and social protection, for opportunity to share in the economic life of the nation under conditions which are just and safe. Only in this way may we keep faith with the oncoming generation. It is possible that in this western hemisphere the issues between rival philosophies of life and conduct will be drawn more sharply in the generation which will succeed ours than in our own time. If this be true, the chief participants will be the children of today. Upon the conditions which we permit to surround the lives of children today will depend to a large degree the ways in which they will meet the issues to be drawn, and by their actions determine whether civilization as we know it will survive or perish.

Family Life—Then and Now

By SIDONIE MATSNER GRUENBERG

AT ANY time the attitudes of parents and children toward each other are part and parcel of the prevailing pattern of social life. When authority is accepted reverentially, parents assert their authority over their children and expect a reverential submission. When democratic tendencies are in the ascendant, children's needs and wants are given as much consideration as those of their parents. But at any time there are also individuals here and there who take a position quite out of harmony with the prevailing one.

How parental attitudes conform to the social temper is illustrated by a piece in *The Mother's Magazine* published about 100 years ago:

> "Cost what it may, break the child down to obedience to the first command. And when this is once done, if you are careful *never* to let disobedience escape punishment of some kind or other, and punishment shall be effectual and triumphant, you will find it not difficult to maintain your absolute authority."

That parents in America were, however, not of one mind even at this period is illustrated by a passage written at about the same date by William Alcott, a cousin of Louisa Alcott's father, in *The American Annals of Education:*

> "This ability to govern others is not the end of obedience; for of what use would it be in itself, merely to keep up in the world a constant series of obeying and governing? There must be some important end to be secured, of which obedience is the means. In obeying and governing others, the immediate object is self-government."

Among our very close neighbors today there exist just as radically diverging views. At the present time nearly everybody is exposed to such a multitude of conflicting suggestions that we find it uncomfortable and difficult to believe as we have always done. Our faith, if not shaken, is at least challenged by the assertions of numerous contrary opinions.

Nor is it only the multitude of new ideas that forces parents to take thought and to seek counsel. In modern times parents have found it increasingly difficult to manage their homes and their children by following the traditional rules and procedures which presumably served well enough in times past. The family itself has greatly changed and finds itself in a vastly more complex setting.

Some of the changes are intimately tied up with great economic and social transformations. Many of these changes are improvements, at least on the material side. (Most families that have a dependable central heating equipment, for example, are not likely to look back with yearning to the character-building chores associated with chopping kindling and making fires on cold mornings and to the accompanying irritations.) As we look back, however, we do miss things that were of value to our ancestors and that might possibly be of value today. There have been some losses as well as gains.

For one thing, we miss the unity of outlook which seems to have been typical of an earlier period. Whether that unity was due to religious teachings and convictions, or to the fact that the community itself was simpler and more consistent in its demands upon the individual, it made the management of the home less difficult. Children as well as adults accepted their places, their obligations, and their restrictions with less rebelliousness.

All this meant much more than the support of parental authority by community sentiment. It meant solidarity within the family, the mutual and intimate interaction of many personalities, on the whole constructive and enriching. It meant the assumption of mutual aid and comfort that persisted in spite of wanderings and separations, and in spite even of minor feuds and hostilities, and made for security and self-confidence.

The structure of the home, too, has changed in ways that involve loss. Urbanization has crowded us into narrower quarters, and taken from many much needed privacy. The family itself has steadily shrunk in size. While it still consists normally of parents and children, the fact that there are fewer children carries many significant corollaries. When families were large, each child was surrounded by older and younger brothers, sisters, cousins. From the older he learned much of what he needed to know about manners and customs, and much of his skill in getting along with people. From the younger he received practice in being helpful, in bullying, in managing, in leading. Today, in the family of one or two chil-

dren, it becomes necessary for adults to do for the growing child what his contemporaries had largely done in the past. This necessity calls for new understanding and skill on the part of the adults.

Another result of the reduced size of the family has been to make the relatively few children more precious to parents and to the community. A part, at least, of the time which mothers have gained from modern labor-saving devices now goes into more direct and more anxious preoccupation with their children. Having learned that experts have found better ways of looking after the physical health of children, and better ways of training them, parents naturally want to get the best to be had. This closer and more concentrated concern makes the parents more possessive and eagerly solicitous, creating new emotional strains and new problems.

The fact that the work of girls and women has increasingly taken them outside the home has also affected the family. It means that the members of the family have been doing less and less together at home, and the young people have accordingly been growing into adulthood with less and less practical knowledge of what homemaking means, what looking after children means. And it is these children who grow up to become the parents of the community.

So loose have the bonds of family life become that for two generations or more serious-minded men and women have questioned the value of the family as an institution, or rather, whether the services which the family has historically rendered cannot be more effectively and more satisfactorily obtained through some other channels. It is true that the prevailing pattern of home life today does not provide for growing children and adolescent boys and girls the experiences and the instruction which were in the past taken for granted as part of any good home, as preparatory to going forth to make new homes.

THE age of science has been called the age of substitutes. To a large extent this is true of family living, for whatever of value may have disappeared through the years, the losses have not been fatal, since more or less satisfactory substitutes have come along. The school hobby club has taken the place of the attic; the supervised and well-equipped playground serves in place of the vacant lot. A striking illustration is the nursery school. There is nothing new in the children's need to play with others of their own age and to learn from them. But because the family and the community have changed, it has become necessary to transport the child from his home to where the other children are.

The lengthening of the school life of children expresses the need felt by parents for giving their children more education than the home can supply, as well as education for a wider range of experiences and interests.

Of the services which take the place of those previously furnished by the members of the family many are provided by new kinds of specialists and new agencies. We have pediatricians and dieticians and oral hygienists. We have summer camps and clubs and movies and commercial dance halls and organized athletics. Parents have to learn how to use these new substitutes, or to discriminate among them. There is danger of succumbing to the many appeals, but also of resisting the new because it somehow fails to fit into the fond picture which we carry of our childhood home.

But while these services are not altogether "new," neither are they merely substitutes for the home but rather adjuncts and extensions of it. The responsibilities and affectional ties of the home are in no way replaced or displaced by such agencies as the school, the playground, and the camp which help the modern home to operate more effectively.

Science and technology have brought about many of the great changes of the past few generations. Specialists have made magnificent advances in our knowledge of the child's growth and health, so that the "children's diseases" which were formerly taken for granted are all but eliminated. By following modern health methods, we save babies' lives, prolong the whole life span, and reduce the suffering through illness. Better understanding of diet has meant sturdier growth, sounder development, more vigorous living.

Studies in child nature and behavior have so improved the techniques of guiding and instructing children that both at home and in school our efforts yield better results. Moreover, the relationship between adults and children has changed. Corporal punishment has all but disappeared from schools and homes. This is in part due to our increasing regard for the child as a personality; but in part it is the direct result of finding better ways of dealing with children. The natural sciences have gradually driven out the ghost of "perversity" which was once assumed to be implicit in every child. We no longer fear the child's impulses as signs of depravity.

The discovery that sexuality has a long history, beginning at birth and having certain natural manifestations throughout childhood, has been both a

revolution and a revelation to all our thinking about children. Childish sex practices and episodes, which used to be considered deadly sins or signs of genuine moral depravity to be sternly extirpated, are now regarded as part and parcel of normal growth, needing guidance possibly and understanding certainly, but essentially a part of the whole cycle of normal sexual maturation. Our goal, moreover, has shifted from that of wishing to suppress sexuality as completely as possible to that of studying it scientifically with a view to rearing up a generation with a sound psycho-sexual development. This has led, perhaps, to enthusiastic programs of sex education, whose mistakes as well as achievements have left parents and young people alike struggling today to get their bearings in a world with the lid off. Nevertheless, because of our greater insight, increasing numbers of parents are able to give direct and sympathetic understanding to the young people's needs instead of being alarmed and antagonized by manifestations of those needs.

In these and in similar ways the family has made decided gains. These gains came to parents from specialists. The parents, in turn, as they pooled their experiences in study and discussion groups, also made important discoveries. As thousands of parents, for example, attempted to apply to their own children the rules and principles derived from scientific studies, individual differences took on a new meaning. As a result, parents have helped educators break down the notion of the "average" child as a standard to which all must conform.

At the same time parents found that much that was labelled "exceptional behavior" was in fact almost universal. Thus, they found that practically every child, in the course of attaining honesty and truthfulness, passes through a stage in which falsehood of various kinds is quite "normal." They found that practically every young person, in his efforts to liberate himself from the domination of the home is likely to pass through a stage of hostility to his parents. Academic studies have thus been enriched and strengthened—as well as modified—by the increasing participation of parents in an effort to arrive at better understandings.

The very improvement in the schools is partly the outcome of more intelligent attention and informed cooperation from parents. Modern schools still teach the 3 R's and other school "subjects," but not as their sole goal. The child's social, emotional, and creative capacities are seen as equally important for his future life adjustments, and the educational program is no longer designed merely to pour information into him, or to attain solely the development of his intellectual faculties. As communication between parents and educators has operated in both directions, the schools have learned to think of "the whole child."

Moreover, parents have learned that the preparation for the school experience begins long before school-going begins. Daily, and from the very cradle, our children are building habits, attitudes and feelings—behavior patterns of all kinds, all that we mean by character and personality. Psychology has much to say about how this learning actually takes place, the best methods and the right moments for teaching. It is found, too, that the process of growth and maturation itself brings readiness for learning at certain definite periods, and that while time may be wasted by beginning too late, it is also possible that actual damage may be done by teaching some things too early and too rigidly. Further, we have learned the importance of this early period as the time when the child's emotional patterns are being established —by his position in the family, his relations with brothers and sisters and with his parents. It is in these relationships that feelings of security or insecurity, so important to all later learning processes, have their source.

Among the gains in our knowledge we must count the spread of democratic ideas, emphasizing the importance of individual personality. This has, to be sure, made for conflicts within the home but it has also made it possible for men and women deliberately to use their time and resources for self-improvement. Parents want to be people in their own right—not merely providers and caretakers for their children. So far as the children are concerned, they are surely better off as their parents become more widely informed and more satisfied persons—the gain is real for all. Even those mothers whose work takes them outside the home are often able to make the relatively few hours they spend with their children more profitable and satisfying.

PERHAPS at no time has an attempt to prophecy been less warranted than it is at present. Yet we cannot help looking to the future.

Essentially, the family is bound to persist, even if we can no longer recognize it as the patriarchal family of ancient times, nor see in it the cherished pattern of our own childhood. For human beings must have the companionship and affection which are at the base of the family. Children not only need their parents,

(*Continued on page 74*)

Study Groups, 1888-1938

By CECILE PILPEL

"There is no book of rules for the bringing up of children, nor any for training them to proper habits from which they will not depart in later years."

In these words the president of the Society for the Study of Child Nature (later to become the Child Study Association of America) summed up the experience of eight years of child study when she addressed the first meeting of "Chapter I" of that Society in 1896.

That the first study group of the society took its discussions seriously is manifested by the fact that a record of its minutes for the years 1891 and 1892 was printed in leaflet form. We prize these old records as the infant beginnings of a large and still-growing movement. They can also still yield us food for thought in their own right. They seem to show, in the first place, that the nature and sources of parental concern have not changed much since grandmother was a girl. They also indicate that then, as now, it was realized that a sound parent-child relationship depends upon a stronger force than mere lip-service to accepted, formulated principles.

The questions which parents raised, in those days, as at present, had to do with discipline and authority, with punishments and rewards, the use of money, children's fears, curiosity and falsehoods, their reading, their amusements, and their sex education. In the printed minutes we find such questions as:

> Is a child's imagination stunted if it is made to adhere strictly to the truth?
>
> Have children the right to refuse to obey certain commands?
>
> How should a child be treated whose imagination leads it to have morbid fears?
>
> Do children owe obedience to parents as a duty?
>
> Is it wise to admit to the child that a mistake has been made in giving a command?

Certainly many sound and fundamental truths were embodied in these discussions. Thus, as early as 1899, we find them raising questions as to the wisdom of giving "authority to older children over younger." In another place we find the declaration:

> "Fear should be neither the deterrent nor the motive power actuating the child. Love should rule."

Even in these earliest minutes we find discussion of "Approbation as an element of education. When should it be vouchsafed the child. . . . When withheld?" Under consideration, too, was the "desirability of discouraging rivalry as an incentive" and the "importance of joyousness in children."

The very raising of such questions for consideration marks a long step from the stern tones of morality and rectitude which characterized the concern of parents a generation before that. Indeed, much of the wisdom which we find as we turn the yellowed pages of these meticulous minutes, makes us give pause to any complacent beliefs we may have had that we of today are wise with a new-found wisdom, and bids us check our indulgent smiles at the "old-fashioned ways" of our grandmothers.

There remain, however, certain areas of thought, certain attitudes in our modern approach to the problems of parenthood which seem to justify these fifty years of study. For instance, we would not be likely to find in child study group minutes of today such attitudes toward authority as these expressed in the minutes of 1892:

> "Obedience is a cardinal virtue. The parent is in all things the child's authority and must be obeyed without question."
>
> "A discussion of 'the possibility of perfect obedience and methods of obtaining it.' "
>
> "Impudence and undue outbursts of anger are to be cured by corporal punishment and the deprivation of what the child wants. For if you emphasize the child's importance by permitting impudence then he will detract from your importance."
>
> "A child should occasionally be allowed to carry out his own will when good; also when not so good to show him he is not capable of judging for himself."

Concerning the use of money, which we think of today as part of the child's education, we find the opinion that:

> "An allowance of money is a luxury and as such has a deteriorating influence. Whenever parents give children a certain sum of money at stated intervals, children will very soon claim such an allowance as a right, whereas they should be permitted the use of money, not as a right, but as an indulgence on the parent's part."

How to get their children interested less in current novels and more in Scott, Dickens, Stevenson, and Lytton was discussed at length.

> "Too much novel reading dulls the mind and sometimes awakens in the adolescent sensual faculties which ought not to be awakened."

And a little later we find a case of a girl of fourteen who begged that a subscription to the opera be given her instead of other birthday presents.

> "It was urged that for a child of that age, the opera, which usually depicts the strongest passions known to human nature, might have a harmful effect in a premature awakening of the child's emotional life. Fine concerts were recommended instead for their high ethical value."

In the matter of sex education, it was perhaps a momentous step that it was discussed at all. But in the minutes we find:

> "Before nine, children are not very curious and can be put off without a definite answer about birth. When it is impossible to avoid answering, they can be told that the doctor brought the baby, so that they would not be told an untruth and would be satisfied for the time being. When children reach the age of nine or ten, they should be told the truth by parents in such a way that they will be impressed with the beauty and wonder of nature. They can be told without mentioning anything of sex relations. Children are usually satisfied with this, up to the age of fourteen or fifteen years."

Chroniclers of the future will doubtless derive considerable amusement from the excursions into the other extreme of sex education, during the later period, when parents "told their children everything"—for fear perhaps of being looked upon as inhibited in their own sexual development.

To one who shared in the deliberations of these earlier groups, the records seem to reflect, within their framework of quaintness, a fundamental concern about personal integrity, a deep sense of personal responsibility.

These concerns are not so much in the foreground of our current discussions. The young mother of today wants to know what she may expect in child development at successive age periods. She comes to have an appreciation of the psychological importance to the little child of a secure and happy childhood, and therefore understands the need of making the parental relationship a sound and wholesome one.

There is no reference to divorce in the earlier records. This fact is, of course, no indication that unhappy marriages were non-existent. There was current at that time, however, a philosophy of life, which implied a sterner sense of duty so that married couples tended to remain married even when their life together was a difficult one. This "duty" epoch was succeeded by the reign of the unrealistic "happiness" theory, now slowly being succeeded by one implying a more adult relationship between the parents and consequent greater security for the child.

We can thus see in the light of this sketchy review that, as the demand for parent education endures, so also does the power to retrace false steps and to advance again.

FOR MICHAEL*

By BABETTE DEUTSCH

Sweet, where music softly goes
To silence, there to make its bed,
And so be remembered:
Where the breathing of the rose
Fails, before it's wholly fled:
Or from wintry wings unshed
Hover rumours of the snows:
In such hushed, such honey-holding,
Subtle ways your being runs—
Oh, virgin bud, be slow, unfolding
The radiance of a thousand suns.

* Reprinted from *Fire for the Night* by Babette Deutsch, Cape and Smith (New York, 1930).

Readers' Page

Each month we present some contributions of our readers who have been thinking about child training and learning through both study and experience. We, the editors, may disagree with what is said as frequently as we approve it. But, in either case, we feel that the writers have a point of view which may prove stimulating to our readers. Anyone with something to say which may interest parents or teachers is cordially invited to send a contribution. In addition, we would welcome your comments on whatever appears in the columns of this magazine.

THE BABY OF THE FAMILY

By JO JOHNSON

"AND THIS IS THE BABY" smiled our hostess, proudly exhibiting her four-year-old. The "baby" was an instantaneous success. Smilingly coyly, she offered her hand to each guest.

"What a wonderful day." The long word sounded impressively grown-up from so small a mouth. Her charm was irresistible.

Her mother stroked the carefully arranged curls. "Margot is my little helper while Jeanne and Billy are in school all day. She carries my purse when we go to market." Margot preened herself and glanced around her audience to watch the effect.

At that moment the door opened and Jeanne came in, setting her school books on the table.

"How do you do, Mrs. Wheeler. Good afternoon, Aunt Marjorie. Mother, Billy's staying at school for Boys' Club, and I'm going to Marian's. May I take the baby?" Picking up her books, she hurried upstairs and returned with a small pink coat and hat for Margot. The two started off, Jeanne holding firmly to her little sister's hand.

"What a capable girl," said Mrs. Wheeler. "Did you say she was ten?"

"Nine," said her mother. "Oh, Jeannie has always been like that. Her father says she was grown up at two and I almost think she was."

Why was Jeanne "grown up" at two, I thought, when Margot is still "the baby" at four? Probably their mother scarcely realizes the extent of the difference. Jeanne, at two, was not a baby—she was Billy's older sister. A mother cannot cope with two babies at once, so the older child has to grow up. Jeanne learned to dress and feed herself at an early age. Proud of her new rôle, she delighted in helping with the baby. Soon her mother depended on her in many little ways. "Get Billy's blue sweater," "Bring the baby oil to Mother," and even "Please answer the doorbell, dear," became everyday matters for Jeanne. By the time she was four, she could go to the store alone, crossing one street and bringing back whatever was wanted. It was a matter of necessity. The mother was tied down at home and needed help. When Margot was born, Jeanne was an efficient, self-reliant girl of five, and Billy, aged three, was squeezed out of the cradle by the newcomer.

After that, there came no new baby to claim the mother's attention. Even when Margot was supposedly learning to manage her own clothing and feed herself, her mother was always on hand to help and remind. With Jeanne and Billy, Mother had been so busy that they had learned to stand on their own feet. When it came to sending Margot on errands, the older children were right there to go, so Margot never got any further than holding someone's purse at market.

Margot now is precocious in her way, but hers is the way of the babied youngest. From being with adults she has picked up a startling equipment of big words and pretty little ways. But to be at her best she has to be with a group of older people, and even in such a group her mother is obviously uneasy as to what the child might do next to show off if the visitors should stop admiring her charms.

Such a child, boy or girl, is far more successful with adults than with other children. Accustomed to having her own way, she is furious when her playmates see no reason for giving in to her. The methods which are so effective with older people simply antagonize young children.

There always has to be a youngest member of every family. But does there have to be baby? Subconsciously, a mother clings to her last child and hates to see her grow up. She does not realize soon enough that she is holding the child back and failing to give her the early responsibilities which the older children had. It is not until later, when she may be faced with problems of "spoiled child," "cry baby," or "mother-dependent" that the parents see what has happened. By that time it is much harder to correct. If the whole family recognized from the start that the "baby" needs and deserves her chance to grow up, a great deal of future unhappiness could be avoided.

In the Magazines

Family Fireworks. By Jean Schick Grossman. Parents' Magazine, November, 1938.

Suggests that quarreling between brothers and sisters is a normal part of family life. While it may at times be a sign of buried resentments of a serious nature, much of it is useful in rubbing off corners and teaching adjustability to varying natures and temperaments. The parents' rôle in dealing with these frictions is discussed.

Are You a Dictator? By James Lee Ellenwood. Parents' Magazine, November, 1938.

A plea for a democratic family relationship which involves neither dictatorship nor anarchy, and some helpful practical suggestions for achieving it.

Section on "Play Therapy." American Journal of Orthopsychiatry, July, 1938.

Papers by Maxwell Gitelson and Joseph Solomon, and discussion by Helen Ross, Erik Homburger, Frederick Allen, Phyllis Blanchard, Hyman S. Lippman, Margaret Gerard and Lawson B. Lowery which present some of the techniques now employed in "play therapy" for children and raise many problems of practice and interpretation in this rapidly developing field.

Enuresis—A Method for Its Study and Treatment. By O. H. Mowrer and Willie Mae Mowrer. American Journal of Orthopsychiatry, July, 1938.

Reviews the existing schools of thought on enuresis and presents additional findings on its meaning for the child. Reports the development of a mechanical technique for reeducation which has proved highly successful.

The Fundamental Needs of the Child. By Lawrence K. Frank. Mental Hygiene, July, 1938.

A penetrating discussion of the deep-seated problems which the child must solve in the process of maturing and adjusting to civilization's restrictions, pointing out the results, in terms of healthy or warped personality, of the type of adult guidance he receives toward these ends. A paper presented originally before the National Association for Nursery Education.

Knowing Our Children. Childhood Education, October, 1938.

An issue devoted to *Knowing Our Children* approaches the child through his play interests, his family background, his school life, anecdotal records, and personality studies. Contributors include Winifred Bain, of New College, Columbia University; Wilma Lloyd, of the Progressive Education Association; Jean W. MacFarlane, of the Institute of Child Welfare, University of California; Clara Lambert, of the Child Study Association of America; Wanda Robertson, of Lincoln School; Clara O. Wilson, of the Elementary Education Department, University of Nebraska; May Reynolds Sherwin, formerly of Vassar College; and other noted educators.

Speech Defects. By Anne H. McAllister. The New Era in Home and School, September-October, 1938.

Root causes of the disability must be determined before treatment for speech defects can be started. Parents and teachers must make a special effort to surround the child with an attitude of sympathetic understanding. Mental and emotional factors, as well as physiological and phonetic difficulties, have to be taken into account. A number of case studies are included.

Occupational Therapy for Sick Children. By Elsa Neustadt. The New Era in Home and School, September-October, 1938.

A sick person, and more especially a child, needs to be pleasurably occupied when ill for a long period. "Joy has the effect of an injection of health."

The Population Curve Hits the Schools. By Rufus D. Smith. Survey Graphic, September, 1938.

The provost of New York University discusses the effects of our declining population growth upon the first social institution to feel its effects—the American educational system. "To the social science student fewer children and more old people open up vast problems of speculation. One may center his thought around the effect upon the American family," says Dr. Smith. "Must cities be planned differently? How can dynamic economic America be maintained in the face of static social trends?"

News and Notes

A BIRTHDAY GIFT

A UNIQUE birthday present is being given to a daughter-in-law of one of the original study group members of the Child Study Association. Her family is aware of her deep interest in the Association. Their living gift is a donation which will be used as an endowment to assure the continued publication of our pamphlets. The issuance of these pamphlets has heretofore been greatly retarded by lack of funds, thus restricting the dissemination of our materials to a wider public. It is interesting that the "original member" mentioned above is one of three survivors of the Association's first study group.

WE BELIEVE that friends of the Association will be as pleased as we are by the thoughtfulness which makes a personal gift serve the double purpose of being also a Fiftieth Anniversary present. We hope that others among our members may choose to donate in this same spirit—even without the lineal tie of a fifty-year connection with CHILD STUDY—throughout our Anniversary year.

50th Anniversary Conference and Institute

To celebrate its 50th Anniversary, the Child Study Association of America has planned a special program for the week of November 14, to be held at the Hotel Roosevelt, New York City. There will be a two-day conference, November 14 and 15, at which notable speakers will discuss various aspects of A Half Century of Child Study: The Earliest Years; the Child Grows Older; Youth Confronts the World; and Fundamental Values in Family Life.

On Tuesday evening, November 15, there will be a 50th Anniversary Dinner, at which Clifton Fadiman will preside, and the principal speakers will be Dorothy Canfield Fisher and James G. Blaine. A delightful feature of the dinner will be the presentation of a sketch by Ireene Wicker, radio's "Singing Lady," who will give in monologue and song her version of child study, as practiced then and now.

Beginning on Wednesday, November 16, there will be a three-day Institute for discussion of the more controversial areas in today's thinking in the field of parent education and child development. Open discussion will be led by professional workers but the meetings will be of interest to parents as well.

Children's Book Week

"New Books—New Worlds" is the theme of the Children's Book Week to be celebrated November 13-19. This year marks the twentieth annual observance of this occasion, in which teachers, librarians and bookstores cooperate to stress the importance of good books for children. As a feature for that week John Wanamaker's store in New York City has planned a book fair beginning November 14 with special programs to be held each afternoon and on Wednesday evening and Saturday morning. Among the speakers will be Josette Frank of the Child Study Association, May Lamberton Becker, children's book editor of the *Herald Tribune,* and Mary Gould Davis of the New York Public Library, as well as a number of prominent authors of books for children.

Frontiers of Democracy

In an effort to point out the frontiers which still need exploration today and offer challenging possibilities to modern young people, the Commission on Human Relations of the Progressive Education Association has inaugurated a series of radio broadcasts to be followed by open audience discussions. The series—"Frontiers of Democracy"—is

broadcast over the Columbia Network every Monday at 2:30 P.M. Forthcoming programs will cover Frontiers of Work—On the Farm, In Professions, In Industry; Frontiers of Community Planning—including Housing, Law and Youth, and Recreation, and Frontiers of Education. Previous subjects included Frontiers of Science and Frontiers of Health. Students, parents, and teachers are invited to attend the broadcasts at the Columbia Broadcasting Studios and join the discussion.

Education and Democracy

Six radio programs on The Purposes of Education in American Democracy will be broadcast on Wednesday evenings from 6:00 to 6:15, beginning November 16. These programs, under the auspices of the Educational Policies Commission, form part of the larger series, "Our American Schools," which is the radio voice of the National Education Association. The content of the radio broadcasts will be based on recent publications of the Commission.

Youth Today

This fall has brought to the newsstands a new magazine, "Youth Today" designed primarily for boys and girls of high-school age. It is an illustrated monthly digest "of the month's best reading for young people," together with some contributions by boys and girls themselves.

Science Clubs

The organization of science clubs on a nation-wide basis to coordinate the scientific pursuits of American youth, and to give young people opportunities for conducting independent laboratory projects, has been announced by the American Institute of the City of New York at 60 East 42nd Street. This organization will be glad to send its illustrated booklet, "How to Organize a Science Club," to interested persons.

Radio Study

A Study on the Use of Radio in Parent Education, which has been conducted by the Child Study Association of America, is to be published by the University of Chicago Press in the near future.

To the Child Study Association

Upon Its Golden Anniversary

F. E. COMPTON & COMPANY

Extends Sincere Congratulations

—and expresses the hope that the Association may face ever-widening horizons in its unsurpassed work of adventuring with children, helping them to face the future ready in body, ready in mind, ready in character and attitude—giving eager parents the help and skilled counseling they need to gain a deeper understanding of themselves and their families.

A HISTORICAL LIST OF CHILD STUDY ASSOCIATION PUBLICATIONS

YOUR CHILD TODAY AND TOMORROW, by Sidonie M. Gruenberg—Lippincott
1912, latest revision 1934

SONS AND DAUGHTERS, by Sidonie M. Gruenberg—Henry Holt Co.....1917, now out of print

OUTLINES OF CHILD STUDY, edited by Benjamin C. Gruenberg—Macmillan....1922, latest revision 1927

PARENTS AND SEX EDUCATION, by Benjamin C. Gruenberg—Viking Press....1923, latest revision 1932

CONCERNING PARENTS: A SYMPOSIUM ON PRESENT DAY PARENTHOOD—New Republic, Inc.....1926, now out of print

GUIDANCE OF CHILDHOOD AND YOUTH, edited by Benjamin C. Gruenberg—Macmillan
1926, latest printing 1937

PARENTS, CHILDREN AND MONEY, by Sidonie M. Gruenberg and Benjamin C. Gruenberg—Viking Press
1933, latest printing 1937

OUR CHILDREN: A HANDBOOK FOR PARENTS, edited by Dorothy Canfield Fisher and Sidonie M. Gruenberg—Viking Press..1936, now in fourth printing

PARENTS' QUESTIONS, by the Staff of the Child Study Association—Harper and Brothers
1936, now in sixth printing
English edition, 1936—Victor Gollancz, Ltd.

WHAT BOOKS FOR CHILDREN? by Josette Frank —Doubleday Doran.....1937

CHILD STUDY—a monthly journal—began publication December, 1923.

BIBLIOGRAPHIES

A SELECTED LIST OF BOOKS FOR PARENTS AND TEACHERS
First published 1913, and yearly thereafter

BOOKS OF THE YEAR FOR CHILDREN
First published 1910, and yearly thereafter

INEXPENSIVE BOOKS FOR CHILDREN
First published 1936, and yearly thereafter

A PARENTS' BOOKSHELF
First published 1926, latest edition 1938

PAMPHLETS

The Association publishes a complete list of pamphlets on all phases of child guidance and parent education. Some of the latest publications include:

SEX EDUCATION, FACTS AND ATTITUDES, by authorities in the fields of medicine and education.

DISCIPLINE: WHAT IS IT? by Helen Steers Burgess.

PLAY: A YARDSTICK OF GROWTH, by Clara Lambert.

STORIES FOR PARENTS—Simplified, illustrated presentation of everyday problems, by Jean Schick Grossman.

WILL YOUR CHILD BE READY FOR SCHOOL? by the Staff of the Child Study Association.

For a complete list of publications, please write to:

THE CHILD STUDY ASSOCIATION OF AMERICA
221 West 57th Street, New York, N. Y.

New Books for Wise Parents

DO ADOLESCENTS NEED PARENTS?

By KATHARINE W. TAYLOR

This book goes directly to the heart of the problems every parent is confronted with when his child reaches adolescence, and gives sound, practical advice for establishing good parent-child relationships. The author, a specialist in parent education, is chief of the Division of Prevention, Dept. of Mental Hygiene, State of Wisconsin. $2.50

HANDSOME IS AS HANDSOME DOES

By HAZEL RAWSON CADES

This helpful guidebook gives simple, specific directions for mothers who want to make their children as good-looking as possible. The author, "Good Looks" editor for *The Woman's Home Companion,* covers posture, carriage, manners, as well as specific beauty problems. Illustrated. $1.50

AT ALL BOOKSELLERS

D. APPLETON-CENTURY COMPANY
35 West 32d Street New York

JUST PUBLISHED

WHEN HOME AND SCHOOL GET TOGETHER

By Tracy W. Redding. A stimulating, idea-filled book on the vital part parent-teacher associations can play in character education. Halford E. Luccock, of Yale University, says: "It is a boon to find a discussion of education . . . in the language of daily human talk. . . . Rich wisdom, understanding, faith in youth, and a wealth of detailed suggestions make this book enjoyable and practically valuable."
Boards, $1.25

A HANDBOOK FOR HUSBANDS AND WIVES

By Sherwood Cooper. A frank discussion of factors conducive to sexual adjustment in marriage. This practical and non-technical booklet is a specialized treatment of a vital element essential to happiness in marriage, emphasizing this one factor, which has hitherto been largely ignored, to the exclusion of all others. Medical men, sociologists, geneticists, clergymen and married people aided in the preparation of this booklet. Paper, 35c

ASSOCIATION PRESS
347 Madison Avenue New York

Milestones in the Life of the Child Study Association

1888

Work of the Child Study Association begun by five women at suggestion of Felix Adler, founder of Ethical Culture Movement. Belief that mothers and fathers needed better education for their jobs as parents led to activities under the "Society for the Study of Child Nature."

1908

As "Federation for Child Study" the growing organization became a central agency for pooling of experiences of similar groups throughout the country.

1917

Summer Play School work started to fulfill a war need, later developing into a permanent activity of great social and educational significance. This program carried out by a Play Schools Committee in conjunction with the Board of Education and various community agencies.

1923

Value of work recognized by series of grants from the Laura Spelman Rockefeller Memorial which continued until 1936. Headquarters at 242 W. 76th St.

1924

Extension Division established with funds from Spelman grant in offices given by Teachers College at 509 West 121st Street. Name became Child Study Association of America; new headquarters, 54 West 74th Street.

1928

Family Guidance and Consultation Service formed to meet evident need for expert and personal treatment of individual problems.

1930

Growth of the work necessitated present larger quarters at 221 West 57th Street. The depression called for curtailment of activities and rigid economies, but the work continued because parents and educators in steadily increasing numbers had come to demand it.

1938

Fiftieth Anniversary of Child Study Association; hailed by President Roosevelt, the Chief of U. S. Children's Bureau, and other authorities as sound educational enterprise for which there is greater need today than ever before. Success of Fiftieth Anniversary Fund now necessary to provide for present and future financial needs.

THE WORK TODAY

STUDY GROUPS. These meet weekly with a professionally trained staff—who are themselves parents—for discussion of such problems as habits, discipline, play, rivalries, social difficulties, sex development, and adolescent adjustments.

FAMILY CONSULTATION SERVICE. Under the direction of a psychiatrist, this service affords parents an opportunity for more intensive study of the individual problems of family life.

PUBLICATIONS. CHILD STUDY, a monthly journal, is read by subscribers in every state and in foreign countries. Books by the staff are published as well as pamphlets covering all phases of child training and parent education.

SUMMER PLAY SCHOOLS. Conducted in cooperation with settlement houses, public and private schools, community centers and housing developments to provide an all-day program of happy and well-planned activities for children in the crowded areas of New York City during the summer months when the schools are closed.

LIBRARY. The most complete of its kind exclusively devoted to books, magazines, and pamphlets on child development and parent education.

BIBLIOGRAPHY SERVICE. Each year more than 250 books of the rapidly growing literature on child training, education and family relations are reviewed and evaluated. Graded lists of new books for children are compiled each year, and an exhibit of all listed books is maintained at Headquarters.

RADIO. Systematic and critical listening to broadcasts for children and for parents; a study on radio in parent-education in preparation.

EXTENSION SERVICES. Ideas and materials developed out of the activities of the Association are disseminated through other organizations—universities, teacher training institutions, schools of social work, welfare and health agencies. Study groups are conducted throughout the metropolitan area, reaching groups of every economic level. Advice on special problems involving children is given through correspondence with parents and professional workers in every state and in foreign countries.

CHILD STUDY ASSOCIATION

CHILD STUDY IN *Action*

THE KNOWLEDGE GATHERED FROM THESE FIELDS IS EXAMINED, INTERPRETED AND PUT INTO USABLE FORM BY THE

CHILD STUDY ASSOCIATION OF AMERICA

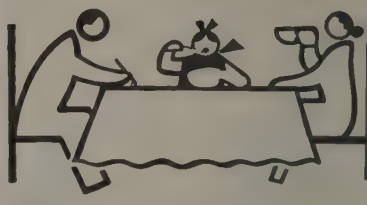
AND MADE AVAILABLE TO ITS MEMBERS AND THE COMMMUNITY AT LARGE THROUGH THESE ACTIVITIES . . .

HOW THINGS HAVE CHANGED SINCE GRANDMA WAS A GIRL

1888

1938

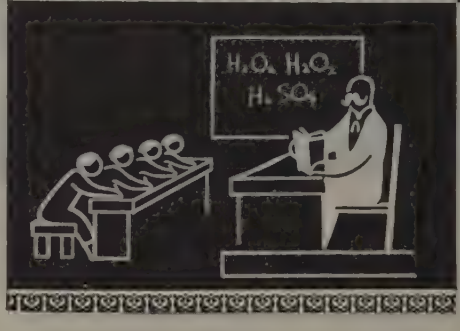
The child who won't eat is no longer the storm center of cajoling and anxious adults. Attractive food in reasonable portions is served with a minimum of fuss. We take it for granted that the child will eat as much as he needs, provided we have made sure he is healthy.

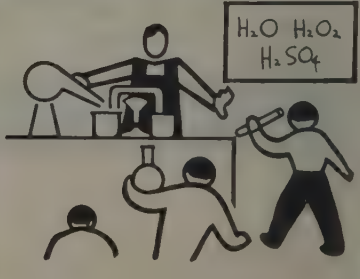


The old-time horror and fear of the doctor has largely vanished, since parents no longer wait until children are sick or in pain to pay a visit to his office. Health examinations for well children are accepted as a matter of course. The doctor is the child's friend.

Free children, sensibly clad, play vigorously in sun and air. Gone are the hampering clothes and the hampering notions about the dangers of getting dirty, and of what was proper for little girls as compared to little boys.

School today is more than a matter of just lectures and texts doled out to rows of yawning youngsters. School children now work actively with real materials, experimenting and making discoveries for themselves. The teacher works with them and interprets, instead of talking at them.



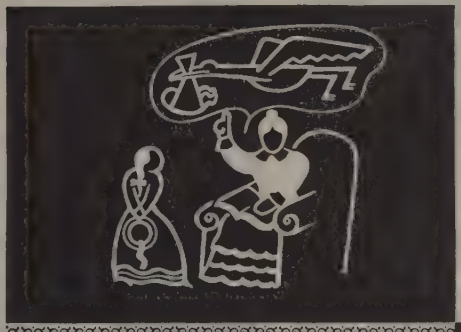


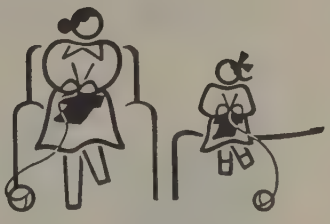
—THE BUSINESS OF RAISING CHILDREN THEN AND NOW

1888

1938

Where babies come from is explained by modern mothers in straightforward, simple language, little by little, as the child wants to know more. Children may help in the preparations for the new baby. The stork answer is now included in the realm of fairy tales.





Jealousy of the new baby is one of the normal problems of childhood and is to be expected. It is neither exploited as "cute", nor regarded as a dreadful fault to be severely punished. Children who help in the care of the baby are less likely to feel unimportant and unloved.

An ounce of work and play shared with father is worth a pound of discipline. In homes where fathers as well as mothers really participate in their children's interests, where the relationship is a genuinely happy one, occasions for severe discipline are relatively few.

A child needs a room of his own, or perhaps only a corner of the living room, where he can do things freely. A child who has his own work bench and materials and is encouraged and helped by the grown-ups in making things, is far less likely to wreck the living room furniture.

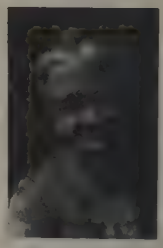
SOME PIONEERS in the History of the CHILD STUDY ASSOCIATION

Felix Adler

Founder and leader of the Society for Ethical Culture from whom, in 1888, came the concept and the inspiration of the Society for the Study of Child Nature (later to become the Child Study Association of America).

Anna Garlin Spencer

Member of the Advisory Board of the Child Study Association who combined the study of sociology with her religious leadership to weld the ties between the generations and further the gains in family life.



Mrs. Howard S. Gans

Honorary President of the Child Study Association who joined the Society for the Study of Child Nature almost at its inception, organized Chapter I in 1897, and as President of the Federation for Child Study and later as President of the Child Study Association won for parent education an honored place in the adult education movement.

Patty Smith Hill

Member of the Advisory Board of the Child Study Association who has cooperated with the Association since its earliest years and through her interest and deep concern with the young child inspired a wider dissemination of the principles and purposes of parent education.

Cécile Pilpel

Director of Study Groups of the Child Study Association who, since first she joined the study group in 1898, has given inspiration and guidance to the hundreds of parents who have, through the years, made up the Association's study groups.

Dorothy Canfield Fisher

Member of the Advisory Board, counsellor and friend of the Child Study Association who, through her books and lectures over many years, has infused the materials of parent education with a warmth and human quality which have given them life and meaning for thousands of parents.

Sidonie Matsner Gruenberg

Director of the Child Study Association who, since she joined the "Society" in 1908, has continuously vitalized and given fresh impetus to its work, and through her writings and lectures extended its influence to an ever-wider circle of parents.

Mrs. Fred M. Stein

Vice-President of the Child Study Association and Chairman of its Summer Play Schools Committee since its beginning in 1917, who, throughout these years, has extended the Association's work into the field of children's education and recreation through its Play Schools, and awakened a community consciousness of the needs of children in summertime.

Mrs. Everett Dean Martin

President of the Child Study Association of America, who for many years, as a member of the Executive Committee, has participated in the Association's activities and has worked continuously to further its growth.

Alice Morgenthau Ehrich

For many years Secretary of the Executive Committee of the Federation for Child Study, who worked untiringly to further its activities. The Association's library has been named in her memory.

Parents' Questions

STUDY GROUP DEPARTMENT

Cécile Pilpel, Director—Anna W. M. Wolf, Editor

I begin to have misgivings about this "modern education" we have been so hopeful about. As I look back upon my own schooling I realize that its disciplines may have prepared me for many of the hard tasks of adult life. It seems to me that children these days are soft. I wonder whether my children, brought up on modern theories by which they do only those things that "interest" them, will ever be able to do the disagreeable but necessary things of life?

There are good and bad modern schools, just as there are good and bad traditional schools. Modern education, at its best, has disciplines of its own which should prove even more effective than the kind we had at school. "Interest" is a powerful motive for learning. Everyone understands and retains better when he learns from motives of genuine interest. This does not mean that children are never given tasks to do which are dull. Such tasks, however—such as long division, for example—become less dull when the child knows the reason for having to master them, and grasps the relation of the technique to ends which he really desires. If the class, for example, is building a cabin, one must know the techniques for figuring and measuring.

We have already seen children go from progressive schools to high schools and colleges where competition and standardization are the rule; and we have seen them successfully meet the challenge of these new demands as problems to be solved. Actually, the best of our modern schools make greater demands for self-discipline than did the old-fashioned school where discipline was always imposed from outside.

If our children appear to be "soft" and unprepared to face hard situations—and many of them do, just as we did—it is not necessarily their schooling that is to blame. In many of their living experiences children today are more sheltered, less challenged and have less opportunity for participating in real work than had the children of the previous generation. Modern education, ideally, seeks to mitigate this lack, by offering children real experiences and developing a capacity for self-initiated thought and action. As parents we can also make a contribution to their education by trying to recapture or recreate some of the values of the past in terms of real work and real responsibilities.

As an older member of the Child Study Association, I want to ask whether we are entirely satisfied with the result of this greater freedom, accorded in childhood, when we see so much disrespect shown to older people from younger. I have often, for instance, in the street car, seen a young mother (product of the "greater freedom" era) sitting together with her child, who never asks the child to get up and give his or her seat to an older person. Young girls seem to get up more frequently than young men, and that, alas, is not too often. Middle-aged people seem to show more consideration in this respect. This is what leads me to think that we are now reaping the fruits of our overindulgence during the so-called "child-centered" period. Am I right?

There is food for thought in what you say. Perhaps we did not intelligently assimilate the principle of "freedom" or relate it to the concept of responsibility. Many of us were brought up autocratically and therefore permitted our children a thoughtless freedom as a vicarious satisfaction for ourselves and were somewhat aghast to find we had given license to selfishness. We neglected to include in our idea of freedom the obligation of self-discipline and consideration for others.

That middle-aged persons seem to show greater consideration may be due to their wider experience and also to an inkling of what it means to grow older physically. Youth lacks that and also lacks instruction and standards in respect to good manners. We have neglected to teach manners because we have failed to realize that for the young they must take the place of experience.

We would agree, then, that the manners of the young are often appallingly bad and that in most cases the parents are to blame. The ideal of friendliness toward mankind and the discovery that friendliness must be expressed in action and attitude is, of course, basic and depends on all the intangibles of parents' attitudes, as well as on specific instruction. But the

"forms" of good manners which it has been the modern fashion to depreciate, nevertheless, like all conventions, have good uses. They grease the wheels of social relations and give a shy person something concrete to do or say. I do not believe that the spirit of good manners is ever jeopardized by a reasonable insistence on observance of the letter, unless the spirit is already dead. And I believe that our children, even while they are still children, will appreciate their parents' demanding reasonably high standards of them in this whole sphere.

Do you think that family life is better as a result of women's increasing freedom to work outside the home? Can we be sure that this represents progress? Don't the children suffer and aren't they being sacrificed in the process?

Despite the new problems raised, it would seem that the new freedom does represent progress. In offering women freedom of choice, society offers them opportunity to grow and become more mature, which is a gain in human values, even if, like all growth, it entails some strains and frictions. This does not mean, however, that all homes would be better if the mothers worked—or if they stayed home, either. Actually there are definite strains involved. The woman herself is bound to be torn between the claims of home and job and, in many instances, may feel that she is doing full justice to neither. There are strains for most husbands, too. The newness of women's independence in our culture leaves the husbands of working wives a little in doubt of their own capacities, a little jealous of their wives' outside interests. There may also be strains for the children despite recent studies which seem to show that these children are as well cared for, are as genuinely close to their mothers as any other children, and that the relationship is not impaired. Like their fathers, however, there are times when they are jealous of their mother's divided interests. It is also true, of course, that both children and husbands gain by having a mother and wife who is a broader, more alive, and more interesting person.

But actually, the choice is not between strain and peace. Whichever way the decision is made, the choice is that between one form of strain and another, with the question of what is best in each case depending on the individuals and their peculiar needs. If a woman is intelligent, educated, and ambitious, she is likely to crave a wider field of expression than she finds in family life. There is as much conflict for her and as much tension reflected in family living when she buries her own desires and denies her own needs as when she tries to fulfill them despite the practical difficulties that this entails. If the husband and children suffer certain privations when the mother works—they also suffer from equally severe difficulties when she stays home, unless she genuinely wants to. The privations may be more subtle and less recognized, but they are nevertheless real. For no woman can escape a subconscious resentment against those she loves most when she must sacrifice to them constantly. Unrecognized resentments are the real threats to family harmony. The choice for or against outside work for the mother depends very much on the kind of person she is and which way she will feel more at peace with herself and those she loves. This is the all-essential adjustment on which all her other family adjustments will depend.

Do we yet know anything definite about children of divorced parents? One hears constantly that they are bound to be maladjusted and robbed of that something called "emotional security." What is the evidence that this is so? Is the preservation of any marriage, no matter how inharmonious, better for the children than a clean and honest break?

There is nothing definite on this matter, if you mean statistical studies. If, on the other hand, the impressions of psychiatrists, social workers, and teachers have value, there is a wealth of evidence to show that children from unstable homes —and divorce is only one of the many symptoms of emotional instability—do themselves tend to become neurotic and maladjusted. The old problem of what part is played here by inherited constitution and what by experience remains unsolved. As usual, we must answer that undoubtedly both play a part.

No divorces are clean and honest breaks. One partner or both drags along smoldering bitterness or anger and a sense of defeat, no matter how gallant a front they may put up. Women, who usually have the guardianship of the children, are likely to suffer most and to remarry less often than divorced men. It *is* true that a child's security is threatened, his loyalties torn—the rock on which his house is built is shattered. Little children often express their resentment only indirectly, via behavior problems. Like their parents, they may bluff and pretend that everything is sweet and reasonable and that life and love are to go on as usual. Older ones, however, are frankly cynical or sharply critical of parents who,

having founded a home for them, quit on the job. They refuse to understand why adults cannot compose their differences or shoulder their responsibilities. Neither cynicism nor lack of respect for adults is wholesome for youth.

It is impossible to say that any marriage, no matter how inharmonious, is better for the children than a broken marriage. What is bad for children is the emotional immaturity, lack of control and the repressed resentments which characterize the partners of an unhappy marriage. Unfortunately these characteristics are overwhelmingly likely to persist even after the marriage is broken. The same character traits which caused the fiasco of the marriage are carried over into the parents' subsequent lives and future choices, so that stability is rarely gained merely by discarding a partner or by taking another one. The problem for parents, then, becomes not one of whether to divorce and try again or to stick together regardless of storms. It is one, rather, of self-criticism and a genuine attempt at reconstruction through new insight into their own characters and through genuine spiritual growth. If this does not take place, they will never be able, whether or not the marriage ends in divorce, to give their children what they really need.

Suggestions for Study: Fifty Years of Child Study

TOPICAL OUTLINE

1. Science and Childhood

   Decline of religious and moral approach to problems of child training; gain or loss? The scientific attitude in the study of childhood—what is it? How does it affect our concept of the "good child"? Values and dangers of the so-called scientific approach.

2. Growing Knowledge of the Individual

   Heredity and environment—importance of each. Mental tests and other psychological tests—their values and limitations. Guidance of children with special abilities and disabilities. Learning: how does it take place? Rewards and punishments. Some laws of learning.

3. Emotional Development

   Today's emphasis on the study of the emotions as a key to an understanding of behavior. Unconscious nature of the emotions. "Drives," "wishes," "instincts"—what do we mean by these terms The sexual life of the child. Family relationships—their influence on personality development.

4. Changes in Family Life

   The small family of today—its consequences for parents and children. Increasing importance of institutions other than the home: school, radio, and movies; social life outside the home. Can parents keep control over their children? The bewildered parent. Is there a valid place for family counseling agencies?

QUESTIONS FOR DISCUSSION

1. Mrs. R. is extremely conscientious in the care of her baby and has informed herself on what she believes to be the latest scientific methods in child rearing. At four months old he is never picked up except for the necessary daily routines. Visitors and relatives may see him only at a stated time each day and may not handle him for fear of possible infections. He is kept by himself as much as possible in a well-aired room and is never picked up when he cries at night unless it is for obviously physical causes. What do you think of this plan? To what extent is it soundly scientific?

2. Phillip has good general scholastic ability but has special talent for music. He tends constantly to neglect his school work for this interest and his parents are puzzled as to how far they can insist on his finishing high school and college and how far he should be allowed to follow his own inclinations. What factors must be considered before coming to a decision?

REFERENCE READING

Feeding Behavior of Infants—A Pediatric Approach to the Mental Hygiene of Early Life....1937
by Arnold Gesell, M.D., and Francis L. Ilg, M.D. — *J. B. Lippincott*

The Psychology of Early Growth....1938
by Arnold Gesell, M.D., and Helen Thompson — *Macmillan Company*

Two to Six—Suggestions for Parents and Teachers of Young Children Revised Edition 1937
by Rose H. Alschuler and Associates — *Wm. Morrow & Company*

The Nursery Years....1937
by Susan Isaacs — *Vanguard Press*

Parents' Questions....1936
prepared by the staff of the Child Study Association — *Harper's*

Our Children: A Handbook for Parents....1932
edited by Dorothy Canfield Fisher and Sidonie Matsner Gruenberg — *Viking Press*

Your Child Today and Tomorrow....Revised Edition 1934
by Sidonie Matsner Gruenberg — *J. B. Lippincott*

New Patterns in Sex Teaching....1934
by Frances Bruce Strain — *D. Appleton-Century*

Our Children in a Changing World....1937
by Erwin Wexberg and Henry E. Fritsch — *Macmillan Company*

Personality in Formation and Action....1938
by William Healy, M.D. — *W. W. Norton & Company*

Twins: A Study of Heredity and Environment....1937
by Horatio H. Newman, Frank N. Freeman, Karl J. Holzinger — *University of Chicago Press*

Experience and Education....1938
by John Dewey — *Macmillan Company*

Progressive Education at the Crossroads....1938
by Boyd H. Bode — *Newson & Company*

What Books for Children?....1937
by Josette Frank — *Doubleday Doran*

The Family, Past and Present....1938
by Bernhard J. Stern, for the Commission on Human Relations of the Progressive Education Association — *D. Appleton-Century*

Plan for Marriage: An Intelligent Approach to Marriage and Parenthood....1938
edited by Joseph Kirk Folsom — *Harper's*

The Happy Family....1938
by John Levy, M.D., and Ruth Munroe — *Knopf*

Children's Books

FIFTY YEARS OF CHANGE

TODAY'S magnificent array of books for children represents more than the publishers' output of the best efforts of author, artist and typographer. It represents a whole changed point of view —changed, that is, when seen in a perspective of fifty years.

It is not so very long ago, as time is reckoned, that parents regarded all leisure reading as a sinful indulgence, and "story books" in particular as enticements to evil. Gradually, however, there began to appear books written especially for the young, designed to entertain while they instructed. Highly moralistic tales they were, exhorting the young to be good and extolling the good who died young.

Still later children were allowed to read pure story books—painfully pure they were—having to do always with wet-eyed little girls whose mothers were dead or invalided and whose guardians were harsh but dutiful. There seemed to be a theory that copious weeping was good for the young reader's soul. *The Wide, Wide World, The Elsie Books,* and *Little Lord Fauntleroy* were of this vintage. There were, too, a goodly number of sweetly sentimental stories, typified by *Nobody's Girl* and *Heidi.* Somewhat grudgingly, the children were also permitted some folk and fairy tales, whose giants and ogres and wicked stepmothers were, however, capitalized by parents to frighten the young reader into "being good."

We have come a long way since the theory of original sin dominated the education of our children. Along with it, we have discarded the notion that their reading should be directed to the sole purpose of redeeming them from wickedness. Modern education has made long strides, and children's books have kept pace. Within the past five years there has grown up a literature for children which considers them as intelligent people with tastes and interests not unlike our own, and which recognizes their right to adventure, if only vicariously, through their reading. The pendulum has swung far, and today we see parents not merely *approving* of leisure reading for children but actually insisting upon it as an instrument for their education and a necessary part of their emotional experience.

As a result of this changed attitude on the part of parents and educators, we have now a yearly output of children's books that is fairly staggering—books to meet every taste and every interest. They range from the mild and innocuous to the highly exciting and romantic. There are books for the literary-minded child as well as for the less ambitious reader. There are books for the child with a passion for facts and books for those who seek escape into the fanciful.

While the moralistic tone is no longer with us, there remains, nevertheless, an insistence upon "moral value" and "character building." For in our most approved children's books the good always triumph and the wicked reap their just desserts. Even in books for the adolescent age an atmosphere of "sweetness and light" still prevails. There seems to be a tacit conspiracy among parents, educators and writers of juveniles to keep the young innocent and happy by shielding them from contact with anything but the beautiful and the good. The modern success stories for youth, of which we have a large crop each year, are, on the whole, better literary pieces than those of Horatio Alger; but their pattern is much the same. There are, however, some notable exceptions: a few brave books which dare to bid youth see things whole, which picture today's world realistically.

In the realm of picture books for the very young, today's offerings leave nothing to be desired. Artist, author and educator have combined to give our children a veritable book-feast of beautiful pictures and delectable stories—with one eye always on their psychological and emotional digestibility for the young.

It is in our informational literature, however, that modern publishing has shown the greatest gains. Books of information are no longer either of the dull, schoolish type or of the sugar-coated-pill variety. In recent years there has grown up a whole new literature of fact books, often beautifully illustrated, and dramatic in language and presentation, explaining to children many aspects of the world they live in. Literature of this type is a fairly recent and most welcome acquisition to our children's bookshelves.

As to typography and format, a comparison of the children's books of today with those we ourselves read as children leaves us wondering how we ever hurdled the mental hazard of their uninviting, tightly compressed print. That we did so at all was probably a tribute to the contents of those books; but also it must have indicated a fierce determination to read. The inviting pages and illustrations of today's books certainly make reading easier for the young.

Altogether, we may count our gains with satisfaction, and rejoice that our children today are not only free to read as they will, but supplied with an almost unlimited choice of good books.

JOSETTE FRANK.

Books of the Year for Children

Selected by the Children's Book Committee of the Child Study Association

MRS. HUGH GRANT STRAUS, Vice-President of the Child Study Association, has been Chairman of the Children's Book Committee of the Child Study Association for the past ten years. Under her leadership the Committee's work has grown in scope and developed to meet the changes in children's reading in the modern world.

For the Youngest

Ages Two, Three, and Four

***Little Lamb (30 pages)**.....**$1.50**
by Dahris Martin — Harper & Bros.
A wistful little lamb looking for a new coat makes a charming picture-story, with exquisite colored illustrations by Lilly Somppi.

Bonny's Wish (36 pages).....**$.50**
by Romney Gay — Grosset & Dunlap
How a little girl goes in search of a baby and comes home to find her wish fulfilled.

The Plump Pig (56 pages).....**$.50**
by Helen and Alf Evers — Rand McNally & Co.
An amusing little picture-story for the youngest, or for the beginning reader.

The Gay Mother Goose (64 pages).....**$1.50**
illustrated by Francoise — Charles Scribner's Sons
A well-chosen collection of the best loved verses, brightly illustrated in naive water colors.

Ages Five, Six, and Seven

Once on Christmas (38 pages).....**$.50**
by Dorothy Thompson — Oxford University Press
Warm childhood memories of a "home-made" Christmas in the nineties, with illustrations to match by Lois Lenski. ("stocking" size.)

Pumpkin Moonshine (38 pages).....**$.75**
by Tasha Tudor — Oxford University Press
Jolly tale of a Hallowe'en pumpkin in a tiny book with enchanting illustrations by the author.

Barkis (32 pages).....**$1.50**
by Clare Turlay Newberry — Harper & Bros.
A nine-year-old boy and his first pet, in a simple story, with enchanting puppy and kitten pictures by the author.

The Pig That Danced a Jig (30 pages).....**$1.00**
by Katharine Morse — E. P. Dutton & Co.
Refreshing nonsense enlivened with Gaelic fancy, about a talented but neglected pig. Gay pictures by Winifred Bromhall.

**The books starred are of outstanding interest and quality.*

Lady Bird (46 pages).....**$.75**
by Dorothy Childs Hogner — Oxford University Press
An amusing little story of a clover-hungry pony with humorous sketches by Nils Hogner.

Remus Goes to Town (30 pages).....**$.50**
by Madalena Paltenghi — Grosset & Dunlap
The misadventures of a curious mountain goat who goes exploring in the city. Artistic black and white illustrations by C. W. Anderson.

Gloomy the Camel (36 pages).....**$1.50**
by Grace Paull — The Viking Press
How a sad camel at the zoo is cheered by finding himself useful makes a pleasant story with colorful pictures by the artist-author.

Andy and the Lion (74 pages).....**$1.50**
by James Daugherty — The Viking Press
Hilarious pictures with brief text tell the story of a little boy who befriends a lion and becomes, in turn, a circus hero.

***The 500 Hats of Bartholomew Cubbins (50 pages)**..**$1.50**
by Dr. Seuss — The Vanguard Press
Again the author of "Mulberry Street" succeeds in creating a humorous fantasy which may well become a classic. Pictures by the author are as funny as the text.

The Five Chinese Brothers (44 pages).....**$1.50**
by Claire Huchet Bishop — Coward-McCann
A humorous fairy tale, in which each of the brothers is miraculously saved from the executioner. Amusing illustrations by Kurt Wiese.

Babar and His Children (40 pages).....**$3.00**
by Jean de Brunhoff; translated by Merle Haas — Random House
Exciting adventures befall the little elephant triplets of our beloved Babar and his Queen Celeste. Done in the large format and comic pictures of the earlier Babar books.

***Snow White and the Seven Dwarfs (44 pages)**....**$1.00**
translated by Wanda Gag — Coward-McCann
An authentic version illustrated with the author-artist's characteristic humor and child-like charm.

Safety Can Be Fun (50 pages).....**$1.25**
by Munro Leaf — Frederick A. Stokes Co.
The misadventures of the "nit-wits" (modern goops) amusingly drawn by the author, warn against the hazards of today.

Wee Brigit O'Toole (32 pages).....**$1.00**
by Ruth and Richard Holberg — Doubleday, Doran & Co.
A welcome addition to the "Mitty" books in which the children go by sleigh to a party on the farm.

***Mary and Marie (30 pages)**.....**$.50**
by Helen Valentine — Grosset & Dunlap
That little girls do much the same things in France and America is shown in gay pictures with French and English text. Illustrated by Myrtle Sheldon.

BOOKS OF THE YEAR FOR CHILDREN: 1938, a more comprehensive list of current books, is available at ten cents a copy. A list of the year's good books published at $1.00 or less is also available at five cents a copy. The volumes listed will be on exhibit at the Association's Headquarters throughout December.

***Mei Li (50 pages)**.....$2.00
by Thomas Handforth Doubleday, Doran & Co.

The atmosphere and excitement of a New Year's day in North China are perfectly conveyed in a simple story with magnificent illustrations by the author-artist.

Till Potatoes Grow on Trees (86 pages).....$1.75
by Emma L. Brock Alfred A. Knopf

Nine amusing short stories, varied and lively, for reading aloud.

For the Elementary Years
Ages Seven, Eight, and Nine

The Runaway Deer (28 pages).....$1.00
by Barbara Fleury and Lilly Somppi The Macmillan Co.

Fine writing and appealing illustrations lend charm to a tender little story.

Dunderpate (92 pages).....$1.75
by Margaret Baker Dodd, Mead & Co.

The small hero's efforts to prove himself wise are delightful and very funny. Outstanding silhouette pictures by Mary Baker.

The Tooseys (128 pages).....$1.50
by Mabel Guinnip LaRue Thomas Nelson & Sons

A genuinely funny book about a harum-scarum family of seven children, a lovable but scatter-brained mother and a fix-it-all father. Illustrated by Kurt Wiese.

***Wee Gillis (64 pages)**.....$1.50
by Munro Leaf The Viking Press

The author of "Ferdinand" tells of a small boy who solves the problem of whether to be a Highlander stalking stags or a Lowlander calling cows. Amusing illustrations by Robert Lawson.

Bobbie and Jock and the Mailman (156 pages)....$2.00
by Charles J. Finger Henry Holt & Co.

A gay, simple mystery story excellently written for the seven-year-old to read to himself.

***Junior (130 pages)**.....$2.00
by Eleanor Frances Lattimore Harcourt, Brace & Co.

How a sturdy little colored boy—not too virtuous to be thoroughly attractive—tries odd jobs to help the family.

***Sarah's Idea (148 pages)**.....$1.50
by Doris Gates The Viking Press

To have an ambition and to realize it is the happy fortune of a very real little girl on a Santa Clara prune ranch.

***Copper-Toed Boots (94 pages)**.....$2.00
by Marguerite de Angeli

Against an early Michigan background, a lively little boy manages to earn the long-coveted copper-toed boots—and a dog. Beautiful illustrations by the author.

***Benji's Hat (120 pages)**.....$1.75
by Mabel Leigh Hunt Frederick A. Stokes Co.

Eight-year-old Benji achieves manhood *and* a hat made especially for him, in this delightful little story of Quaker childhood. Amusing illustrations by Grace Paull.

Cricket (160 pages).....$2.00
by Berta and Elmer Hader The Macmillan Co.

A circus pony is the hero of a many-sided story that will appeal to all young animal lovers. Delightful pictures by the authors.

Children of the Prairie (198 pages).....$2.00
by Alice Bertha Curtis Thomas Y. Crowell Co.

Exciting adventures of two little girls and their Cornish pony, on a farm in Iowa, fifty years ago. Many beautiful pictures in the spirit of the period by Richard Holberg.

***The Forest Pool (40 pages)**.....$2.00
by Laura Adams Armer Longmans Green & Co.

A half legendary, half modern story of two little Mexican boys in a book of serene beauty, with distinctive illustrations in superb color by the author.

***Giotto Tended the Sheep (96 pages)**.....$2.50
by Sybil Deucher and Opal Wheeler
E. P. Dutton & Co.

Exquisite format and poetic feeling make this youthful story of the great Florentine artist and his times a book to be treasured indeed. Delicate illustrations by Dorothy Bayley.

Young Settler.....$2.00
by Phil Stoug Dodd, Mead & Co.

Ohio in the early 1800's is the setting for a humorous and exciting story of Indians and horses, with amusing illustrations by Kurt Wiese.

***The Cowboy Book (106 pages)**.....$1.00
by William Clayton Pryor and Helen Sloman Pryor
Harcourt, Brace & Co.

Real boy adventures on a Western ranch, well illustrated with authentic photographs.

Buttons (56 pages).....$2.00
by Tom Robinson The Viking Press

The unvarnished picture-story of a slum cat who goes from "rags to riches"—with realistic and dramatic drawings by Peggy Bacon.

***The Golden Cockerel (44 pages)**.....$2.00
by Elaine Pogany Thomas Nelson & Sons

An old Russian fairy tale (basis for the opera "Le Coq d'Or") is amusingly retold for young and old, with merry, fantastic pictures by Willy Pogany.

For the Intermediate Years
Ages Ten, Eleven, and Twelve

One Foot in Fairyland (262 pages).....$2.50
by Eleanor Farjeon Frederick A. Stokes Co.

Sixteen stories—mostly fanciful—by a skilled writer. An original and varied collection, good for reading aloud.

Thimble Summer (124 pages).....$2.00
by Elizabeth Enright Farrar & Rinehart, Inc.

Life on a modern farm in a delightful account of a little girl's eventful summer. Gay and charming illustrations by the author.

***The Cottage at Bantry Bay (252 pages)**.....$2.00
by Hilda van Stockum The Viking Press

Modern Ireland, a lively family of four children, innumerable adventures and a happy ending, combined into an enticing story. Excellent drawings by the author.

By Wagon and Flatboat (170 pages).....$2.00
by Enid LaMonte Meadowcroft Thomas Y. Crowell Co.

The daily life and adventures of a pioneer family moving from central Pennsylvania to Cincinnati in 1779. Beautifully illustrated by Ninon MacKnight.

(Continued on page 66)

CHRISTMAS NEWS . . .

for youngest readers!

Seven new books—

Dorothy Lathrop's

HIDE AND GO SEEK

A new picture book by the first winner of the Caldecott Medal, awarded for "the most distinguished picture book of the year." This new story is about those strange little creatures, flying squirrels! It tells of a family of the tiny animals, but especially of one little squirrel, the smallest in the nest, who needs special care before he can become as strong as his brothers and sail with them from tree to tree. Pictures full of sympathetic understanding and rare beauty, drawn from live models. Ages 6-8. $1.50

Berta and Elmer Hader's

CRICKET

The story of a lively little pony whose career started in a circus. Color pictures. Ages 8-12. $2.00

Adele De Leeuw's

ANIM RUNS AWAY

How Anim, who lived on Java, spent an exciting day. A beautiful color picture book! Ages 6-8. $1.50

Edith M. Patch's

FOREST NEIGHBORS

All about the birds, animals and insects in our native forests. Illustrations by C. L. Fenton. Ages 8-10. $1.50

C. W. Anderson's

BLAZE AND THE FOREST FIRE

Another picture-story book about Billy and his favorite pony Blaze! Ages 2-4. $1.00

Esther Brann's

PATRICK WAS HIS NAME

How a little mongrel who belonged to Bobbie and Donnie became a "prize dog." Many pictures in two colors. Ages 4-6. $1.00

Elizabeth Coatsworth's

DANCING TOM

Tom was a pet pig who could dance a jig! This picture book tells how he went pioneering with an early American family. Ages 6-8. $1.00

THREE TALES FROM GRIMM

Sleeping Beauty, Frog Prince, Mother Hulda. Set in large type, on heavy paper, with beautiful color pictures. Ages 6-8. $1.25

THE MACMILLAN COMPANY
60 FIFTH AVENUE, NEW YORK

CHILDREN'S BOOK LIST

(Continued from page 64)

***Captain Binnacle (160 pages)**.....**$2.00**
by Howard Pease — Dodd, Mead & Co.

An old river boat, safely high and dry on shore, takes three children and the captain on a humorous make-believe voyage to China.

Popo's Miracle (224 pages).....**$2.00**
by Charlie May Simon — E. P. Dutton & Co.

A vivid and charming picture of life in a Mexican village in a tale about a little boy's adventure with a lost donkey. Effective illustrations by Howard Simon.

The Far Distant Oxus (320 pages).....**$2.00**
by Katharine Hull and Pamela Whitlock — The Macmillan Co.

A gay, absorbing account of some English children on a wonderful summer holiday. A forthright story by two sixteen-year-old girls. (The illustrations of the English edition are unfortunately omitted.)

Tennis Shoes (290 pages).....**$2.00**
by Noel Streatfeild — Random House

Four lively children have adventures centering around their keen interest in learning tennis.

Nadya Makes Her Bow (342 pages).....**$2.00**
by Helen Eggleston Haskell — E. P. Dutton & Co.

Katrinka appears again in a story of back-stage life in present-day Russia—this time with her daughter as the central figure.

***The House in No-End Hollow (286 pages)**.....**$2.00**
by May Justus — Doubleday, Doran & Co.

Tennessee mountain life and people, in an exceptional story of a fifteen-year-old girl who, with the "outlander" teacher, establishes a school and revives traditional crafts.

***Jacques the Goatherd (226 pages)**.....**$2.00**
by Maribelle Cormack and William P. Alexander — D. Appleton-Century Co.

Not just another story of Switzerland, but an unusual and dramatic tale, with well-drawn characters and an authentic setting.

***Sticks Across the Chimney (256 pages)**.....**$2.00**
by Nora Burglon — Holiday House

Two enterprising children have exciting adventures in a story rich in the charm and flavor of modern Denmark.

The Lucky Vagabond (224 pages).....**$2.00**
by Marie Colmont — Coward-McCann, Inc.

A modern Cinderella story in which the adventures of a little French girl are realistically told.

Light Over Lundy (162 pages).....**$2.50**
by S. P. B. Mais — Charles Scribner's Sons

A humorous spy story in which children are helpful in solving a mystery. Beautiful drawings by Lionel Edwards.

He Went with Vasco da Gama (258 pages).....**$2.00**
by Louise Andrews Kent — Houghton Mifflin Co.

The adventures of two boys who sailed with Vasco da Gama to the Indies make entertaining reading with an authentic historical background.

The Scarlet Oak (198 pages).....**$2.00**
by Cornelia Meigs — The Macmillan Co.

A vivid, fictionized picture of famous events and personalities in post-Revolutionary America, seen through the eyes of two English boys. Beautiful illustrations by Elizabeth Orton Jones.

Bound Girl of Cobble Hill (292 pages).....**$2.00**
by Lois Lenski — Frederick A. Stokes Co.

Appealing story of a little girl indentured to her uncle, a tavern keeper. Authentic early New England background and effective illustrations by the artist-author.

***"Hello, the Boat!" (228 pages)**.....**$2.00**
by Phyllis Crawford — Henry Holt & Co.

A lively tale of river life on the Ohio in the early eighteen hundreds, with forceful illustrations by Edward Laning.

Pay Dirt (150 pages).....**$2.00**
by Glen Rounds — Holiday House

Present-day prospecting for gold, with backwoods characters, racy dialect and humor in a full-flavored and informative book, appealing to certain children.

Robeen (258 pages).....**$2.00**
by Gertrude Robinson — E. P. Dutton & Co.

Alone, or as a sequel to "Sachim Bird," this is an exciting story of an English boy and his friendship with the Indians in pre-Colonial days.

***The Hidden Valley (208 pages)**.....**$2.00**
by Laura Benet — Dodd, Mead & Co.

A moving and sensitive tale of a white youth and his Indian companion, in the Yosemite Valley. Illustrations by Kurt Wiese.

Wapiti Pete (176 pages).....**$1.75**
by Hal Borland — Farrar & Rinehart, Inc.

Heroic tale of the life of an American elk, from birth till he wins leadership of the herd, and meets his enemy, the sheeprancher, in a decisive battle.

***Perri (228 pages)**.....**$2.50**
by Felix Salten; translated by Barrows Mussey — The Bobbs-Merrill Co.

A sensitive, delicate and exquisitely written account of a squirrel's life and his contact with humans; appealing to a wide age range.

For Older Boys and Girls
Ages Twelve and Over

***At the Sign of the Golden Compass (196 pages)**....**$2.00**
by Eric P. Kelly — The Macmillan Co.

An exciting adventure story of the sixteenth century, with an authentic history of the art of printing woven through it.

Honey of the Nile (226 pages).....**$2.00**
by Erick Berry — Oxford University Press

Fine historical romance of Tutankh Amun's court and times, giving a convincing picture of Egyptian civilization, its beauties and its cruelties. For the mature reader.

And If Man Triumph (216 pages).....**$2.50**
by George Snell — The Caxton Printers, Ltd.

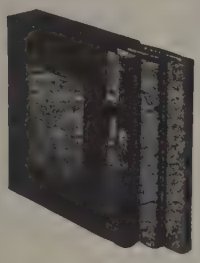
A rapid, moving and vivid tale, told in the first person, of a trek across the deserts of Utah and Nevada and the mountains of California in search of gold.

***Iron Duke (276 pages)**.....**$2.00**
by John R. Tunis — Harcourt, Brace & Co.

A middle-western boy finds Harvard an unfriendly but stimulating place. A realistic and valuable picture of college life in a fine story.

(Continued on page 70)

Books That Make Music and Art *LIVE*



Mozart
The Wonder Boy

Joseph Haydn
The Merry Little Peasant

Sebastian Bach
The Boy from Thuringia

By OPAL WHEELER and SYBIL DEUCHER
Illustrated by MARY GREENWALT

"The illustrated story-lives of Bach, Haydn and Mozart are a happy addition to the means of educating children in the appreciation and understanding of music, an end to which I have given so much of my activity in recent years. The approach to art must ever be by the way of joy and pleasure; and what could better further such an approach than this happy combination of story, picture and the veritable music itself?" —*Ernest Schelling.*

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The first volume in a new series devoted to the lives of world-famous artists. Beginning with Giotto, the father of modern art, the authors tell the story of the young Giotto whom Cimabue discovered one day beside a country lane, busily engaged in his favorite pastime of scratching the likenesses of sheep on large flat stones as he tended his father's flock. All of the wonderful experiences of Giotto's subsequent career are told by word and picture. (For children 8-12.) $2.50

Equally outstanding in their fields are many other titles *recommended by your book committee*, described in our 1938 catalog, "Dutton Books for Boys and Girls." A copy will be mailed to you promptly on request.

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NEW BOOKS *for Boys and Girls*

LITTLE SHARP EARS
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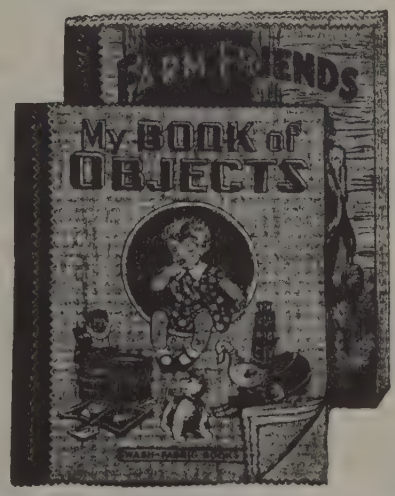

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Shop Talk

CHRISTMAS TOYS

1888: There go Mrs. Smith and Mrs. Carr. Don't they look charming with those tiny hats so daringly perched on their high "hair-do"? Chatting furiously the ladies bustle (literally) into F. A. O. Schwarz to look over the new toys. The trip down to 14th Street and University Place is tedious on the Broadway cars, but, interested as they are in CHILD STUDY, they insist upon getting children playthings that will best serve their best interests—and be fun besides.

1938: There go Mrs. Smith and Mrs. Carr. Don't they look silly with their ridiculous hats perched so crazily on their high "hair-do"? Chatting furiously, they bustle (figuratively) into F. A. O. Schwarz to look over the new toys. The trek across town to 58th Street and Fifth Avenue is full of window temptations, but, interested as they are in CHILD STUDY, they insist upon getting the children playthings that will best serve their best interests—and be fun besides.

In the meantime generations of children have become generations of parents. Each complement of parents has watched their children put aside the things of a child—including the toys which had been so right just the day before. Deciding on just what to give and just when, is our parental delight as well as our parental duty. Window shopping and counter shopping, at Schwarz and other toy departments, we spend an afternoon looking at old and new Christmas offerings.

There is plenty that is new this year. Lots of things that practically guarantee that the parent will have that comforting feeling of giving the right thing and assuring the children of the satisfaction of "getting just what I wanted." For example:

CLIPPO, a clown, is a versatile and amenable marionette—and unbreakable to boot. He dances, he struts, he does just about anything at the lift of a juvenile finger. (He costs $3.00.)

The new Holgate train that comes apart into separate units and can be put together again. This is as good as the other Holgate toys. The toddler would enjoy just playing with these beautiful trains, until he is ready at 4 or 5 to do more constructive play with them. (Costs $7.50 complete and may be bought piecemeal.)

As a more imposing present nothing could be grander than the modern doll houses for a little girl. There are now scale models of architecturally planned residences, complete down to the last detail of sun deck, youth beds, pipes for running water, etc.

The new Lenci dolls are delightful items for the young doll collector.

Besides the ordinary hobby horses, Schwarz has those wonderful enormous, old-fashioned skin hobby horses at about $75. And surprisingly, or not surprisingly, they are just exactly like the hobby horses of 1888.

There are many old-fashioned things for sale—and selling well—that are perennially new because they are so basic to the interests and needs of childhood. Scanning the old catalogues in toy stores we find many 1888 favorites which are still 1938 favorites. Among these are:

Hoops for rolling
Walking stilts (remember the fun?)
Jacks-and-ball
The complete Noah's Ark
Cardboard and wooden villages
Hobby horses
Stables with horses and equipment
Set-up for grocery stores
Colored stone blocks
Bisque headed dolls
Tinkly music boxes
Toy musical instruments
Christmas tree ornaments
Bead pictures (for "busy work")
Picture blocks
"Knitting Nancy"
Talking picture books

So if the children on your Christmas list already have all the best of the streamlined educational playthings of today, they might enjoy some of those ever-popular toys that were favorites fifty years ago—and still are today.

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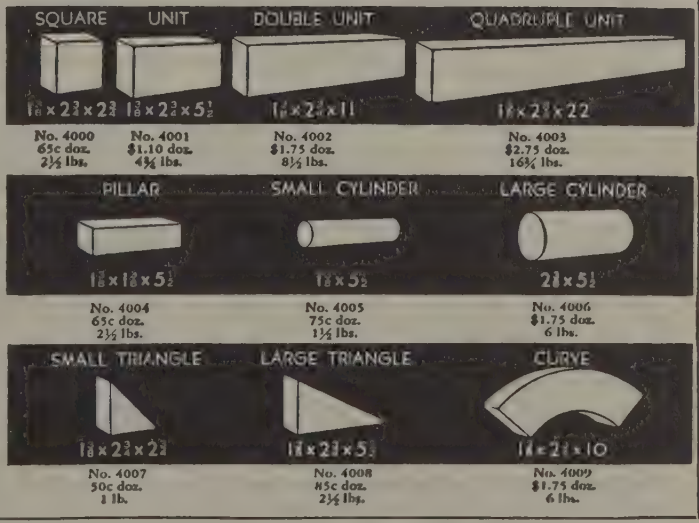

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No. 4007	No. 4008	No. 4009
50c doz.	85c doz.	$1.75 doz.
1 lb.	2½ lbs.	6 lbs.

FAMILY LIFE—THEN AND NOW

(Continued from page 46)

but adults need their children too. It is the home that furnishes the continuity of relationships which is essential both for the growth and maturing of the personality and for the coherence of society. Each individual, as he grows up, needs to share his experience with others who care for him. This mutuality is not merely a convenience, it is of the very essence of being human.

For this reason, the needs of individuals as members of a family must be integrated into the educational efforts of the community. This means not merely the introduction of home-making courses into the school curriculum, or of courses in child-training for young mothers. The maintaining of homes is so fundamental that the community must be concerned with the processes that make for better homes from every point of view.

In the future, too, we shall probably see parent education accepted as a normal phase of adult activity in which fathers and mothers will take part without the slightest sense of guilt, or disposition to apologize. Through the public schools, through the management of new housing developments, through community centers, through voluntary cooperative organizations, and through other agencies, parents will deliberately and systematically call upon the investigators and specialists to keep them informed of what it is important for them to know. They will acknowledge certain of their difficulties with the feeling that everyone is entitled to the help of others who have more experience or understanding, just as we consult physicians and other specialists without feeling that the need for such help is a personal disgrace. They will discuss their common problems as a condition for dealing with their common responsibilities. Through such joint efforts of parents to improve their own homes, we may expect men and women to rediscover that the family is indeed the basis for any kind of civilized living.

Fundamentally, today our goals are not very different from those of an earlier generation of parents. In a diary of child study meetings which dates back to 1868 we find that the leader recorded:

> "A very precious meeting again today. While speaking of the duties of mothers and their great responsibilities many were in tears. I spoke about our homes, how we should strive to make them pleasant, so that our children can grow in grace."

Modes of expression have changed with changing fashions. Members of study groups today do not dissolve in tears. But in essence what they want for their children is not so different from the fervent aspirations of those other mothers: "So that our children can grow in grace."

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACTS OF CONGRESS OF AUGUST 24, 1912, AND MARCH 3, 1933

of CHILD STUDY, published monthly, October through May (8 issues), at New York, N. Y., for October 1, 1938.

State of New York } ss.
County of New York }

Before me, a Notary Public, in and for the State and county aforesaid, personally appeared Pauline Rush Fadiman, who, having been duly sworn according to law, deposes and says that she is the Managing Editor of CHILD STUDY, and that the following is, to the best of her knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher—Child Study Association of America, 221 West 57th Street, New York, N. Y.

Editor—Child Study Editorial Board, 221 West 57th Street.

Managing Editor—Pauline Rush Fadiman, 221 West 57th Street.

Business Manager—Child Study Editorial Board, 221 West 57th Street.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.) Child Study Association of America, a philanthropic educational corporation, without stockholders, 221 West 57th Street, New York, N. Y., Mrs. Everett Dean Martin, President.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.)

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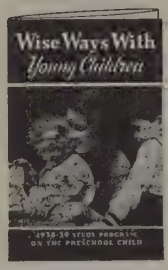

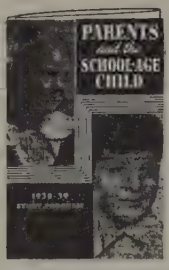

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Book Review

Babies Are Human Beings, an Interpretation of Growth. By C. Anderson Aldrich, M.D., and Mary M. Aldrich. Macmillan Company, 1938. Price $1.75. 128 pp.

Within the covers of this small book the authors have presented a warm, sympathetic interpretation of the natural growth and development of young children. Written simply enough for the intelligent young mother to understand, "Babies Are Human Beings" presents at the same time such a fundamental point of view regarding the progressive growth changes in all life processes that it should be read by all those who are interested in children of any age. Here we have a real answer to our crying need for a broad understanding book on the management and training of infancy and early childhood.

Dr. Aldrich, who is a well-known pediatrician and professor at Northwestern University, and his wife, have given us a comprehensive picture of the orderly unfolding of the early growth processes in terms of vivid, intimate human experience. The emphasis is placed throughout on the fact that the growing child must be regarded in his entirety, his physical and emotional needs and satisfactions being seen as inseparable—as different aspects of the same process. Furthermore, the authors succeed in carrying their theories and interpretations into the field of practical procedures in "management" problems with wisdom and deep understanding.

There are good, simple chapters on eating, sleeping and elimination that base their suggestions of techniques primarily on the stage of the babies' growth and their ability to respond. Those who have been steeped in the habit-training approach of the last ten years may find this hard to accept, but the wisdom and sanity with which each aspect of the child's activity is dealt with in terms of his needs and satisfactions will help many to accept this point of view.

The book can best be summarized by quoting a paragraph from the preface (which is thoughtfully entitled "Objectives") . . . "To give a baby all the warmth, comfort and cuddling that he seems to need; to meet his wishes in the matter of satisfying and appropriate food; to adjust our habit-training to his individual rhythm; and to see that he has an opportunity to exercise each new accomplishment as it emerges; these are the beginnings of a forward-looking program in mental hygiene."

ALINE B. AUERBACH.

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A HALF CENTURY OF SCIENCE AND THE AMERICAN CHILD

(Continued from page 37)

and 4 per cent for the period up to 1900. These figures constitute a suggestive, objective index to the rapidly increasing literature dealing with the problems of human growth and personality.

This extraordinary increase in the volume of child development research is the result of the expansion of the fundamental biological sciences and of a new interest in understanding the mechanism and the forces of social science. The problems of child development involve such varied scientific fields as biochemistry, developmental anatomy, nutrition, anthropometry, anthropology, psychiatry, pediatrics, and genetic, experimental, comparative, and clinical psychology.

Child development is a focal area for psychobiological and medical knowledge converging upon the central problem of early human growth. This is, of course, a prodigiously inclusive field of inquiry, but it is a legitimate one, because the phenomena of growth are subject to general and unifying laws which can be formulated only by coordinated contribution from several scientific domains. Growth is itself a unifying concept which removes undue distinctions between mind and body, between heredity and environment, between health and disease, and, for that matter, between separate scientific disciplines.

Evolution was the central problem of the Darwinian epoch. The study of growth has become the major preoccupation of the life sciences today: the growth of plants and animals, microscopic and macroscopic, of individuals, of groups, of generations; the chemistry of growth,—the substances which promote, retard and regulate growth; the physics of growth,—the effects of gravity, light, heat, centrifugation, the distribution of electro potentials; the physiology of growth,—polarity, symmetry, induction influences, organizing centers; the teratology of growth,—the mechanisms of double monstrosity, surgical transplantations, implantations; the biochemistry of nutrition and its manifold effects on the rate and course of growth; genetics,—the hereditary determinations and the modifiability of growth factors; the medical pathology of impaired, arrested, and distorted growth; the neuro-physiological studies which correlate the organization of the nervous systems with the development of function,—studies which have revealed even the groping movements by which the microscopic filaments of nerve fibers pursue their pathway in body tissue. Through this vast ramification of inquisitive technique, contemporary science is penetrating into the subtlest recesses of the process of growth, defining the nature and laws of that process.

This immense substructure of knowledge and inquiry is materialistic in the sense that it deals with the properties of growing protoplasm, but it is a kind of materialism which can no longer alarm us. For this "materialistic" determinism is essential to a full understanding of the processes which mould the child mind. The psychology of mental development finds its deepest roots in the same scientific soil which is now so intensively cultivated in the laboratories of experimental embryology where investigators dissect and manipulate the growth of lower organisms. More than any other science, child psychology will be derived from the fundamental disciplines which deal with the so-called subordinate but determining orders of nature. This science of developmental psychology will continue to grow by a social process of accrual. It will advance on the massive tidal currents originating in the basic sciences. Therefore, in summarizing the progress of child research in the last half century, we give primary prominence to the revolutionary contributions of modern physics, chemistry, physiology, and biology.

From a monistic standpoint of determinism we cannot make a tenable distinction between mental and physical growth. We are compelled to grant that the mind, the psyche, is indissolubly identified with the growth of protoplasm. The mind grows. It grows with the same certainty, the same orderliness, and the same design and formativeness as the body. This mental morphogenesis evidences itself in patterns of behavior. Even before birth, mental growth is well under way, for the human infant comes into the world endowed with numerous complicated patterns of behavior, all under the continuing stress of growth.

Child development research has, therefore, concerned itself not only with the eruption of the incisors and changes in the cranio-nasal contour, but with the less accessible manifestations of mental growth: the behavior patterning of the fetus; the eye movements of the neonate; the development of infant vocalizations and child vocabularies; the growth of number concepts, moral judgments, and notions of physical causality; genetic sequences of prehension, thumb opposition, locomotion; emergences, fluctuations, and conflicts of emotional attitudes and of

personality reaction. No topic remains untouched. Perhaps we need another satirical lecture to point out some of the pitfalls of our new sophistication. Much is yet to be learned.

Child Science and Democracy

This brings us to a few concluding comments. Thomas Mann in his essay on Freud gently suggests that "science never made a discovery without being authorized and encouraged thereto by philosophy." If this is true, even our most sincere science will always be subject to the impress of inarticulate folk mores and of articulate ideologies. But this need not destroy our faith in science. Indeed, it should strengthen that faith because our very ideologies and philosophies are shaped by the products and the pressures of science. The evils of science, if there be such, must be cured by more science. The scientific study of the naïvetés of the child mind in particular can be made into a touchstone for the improvement of a philosophy of human values and of human conduct.

But for such science, hard-headed empiricism alone will not suffice. We need to bring the creative spirit of art into the observation of children and into the experimental construction of new conditions in which these children may grow. And in the artist, intuition alone will not suffice. He must receive his hints and his impulsions from the findings of science. The philosopher likewise. In the end, science has the last say.

Science becomes harmful in the regulation of human affairs only when it is injudiciously applied in a superficial, snapshot manner. We had a somewhat instructive example of this in the late lamented Behaviorism (capital B) of a decade or two ago. When this socio-scientifico movement was at its apogee, we were almost persuaded that a new dispensation had arrived. Estimable citizens came under the academic spell of an exaggerated concept of environment which in the last analysis contained vicious educational and social implications. Downright behavioristic environmentalism is an extreme ideology which attributes altogether too much power to parents, to statesmen, and to others in authority. It almost implies that they have the wisdom to determine the morphogenesis of behavior, to shape growing minds to patterns determined in advance on the basis of a conditioned reflex formula. Needless to say, such an ideology is foreign to the ideal of democracy and the genius of liberty.

The biological sciences have proved, as a matter of fact, that environment cannot generate the progressions of development. Every child has a unique pattern of growth, with a high degree of inherent determination. This is the essence of his individuality which fortunately sets metes and bounds to his conditionability. Only in a democratic climate of opinion can we give full respect to these individual growth factors in infants and children.

The present troubled status of the world confronts us with three propositions: (1) Democracy demands respect for individuals. (2) Infants are individuals. (3) The science of human behavior and of individuality can flourish fully only in a democracy. These three propositions interlock in a significant way and testify to the social importance of an adequate science of child development in a democratic country.

On this anniversary, with a retrospect of fifty years, we can truly say that the science of child life has made prodigious advances. In knowledge of the nature and needs of child development we have progressed through this half century from an almost prescientific level. The American child has unquestionably benefited from the new spirit of rationalism and naturalism.

Although the Child Study Association of America is not in a technical sense a scientific organization, it has played an important part in furthering and tempering the applications of science to the welfare of children and of homes.

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THE BRIDGE BETWEEN PARENT AND SCIENTIST

(Continued from page 39)

tentional and forced dislocation of people's standards and customs, such as is rampant today, creates a new need to establish and stabilize conditions economically, culturally, and within the individual. If there is to be any discipline, it can be brought only through cooperating to create a new and simpler type of institution which would accord with the laws of human nature.

This is where better parent-child relationships become a basic issue which can no longer be surrendered to conjecture and haphazard experimentations. It is interesting to note how the Child Study Association of America has for many years laid stress on this important note of parent-child relationship—a note which has of course prevailed from the start among the most successful mothers of all times and climes. In a conversation five years ago with Madame Krupskaya, the widow of Lenin, the most truly human and feminine factor in the Russian educational system, the threat of dissolution of the family came in for its share of discussion; she treated the family not as a temporary theoretical incident but as an item of profound constructive importance in a new order. In contrast to a temporary wave of dissolution, she pointed to the many measures tending to strengthen the economic and affectional responsibilities in connection with paternal responsibility and heightened concern with the family in general.

We are more than ever conscious of the family as the institution of reciprocal education of old and young, not as a clamp put on lives, but as an institution essential to civilization. While we need to study children, we need equally to study parents in their relations to each other, to their children, and to older dependents. Yet with the tremendous tendency toward individual and group mobility and the detachment from soil and roof, there must be supplementary group organization. The totalitarian state forces regimentation along military and industrial lines whereas our democracy stands in need of new provisions for securing stabilization. This cannot be done merely with a dole or union activities and insurance provisions, but we must achieve a balance between new ideas and the ability of the public to adapt to social innovations.

The great opportunity for our agencies of a non-bureaucratic nature lies in gathering and digesting the fruit of data and experience and making it available to the specialized worker and to the general public alike. Museums of the future may some day house a *Hall of Man* and a *Science of Man*, showing man confronted with his everyday problems, an important supplement to our museums of art and natural history. Such exhibits would function not so much as static museums, but as samples of actual life. Organizations devoted to the interests of man's childhood and its setting would act as a constant leaven to abstract science. They could offer vivid examples of the actual problems which confront both youth and age in daily living and, in addition, act as a stimulus to the solution of these problems according to well studied and well demonstrated laws of human functioning.

IT IS the degree to which we develop the capacity to search out and focus on what is workable and harmonious with human needs among the various contributions of scientific research that will make for an intelligent democracy, with *democratic* leadership. Only by these means can we protect ourselves from the ruthlessness of having one human being with the power to dispose of the security and rights of entire races and peoples. Such a democracy could accept and respect divergent groups within its borders under a fair deal instead of under the dangerous principle of an infallible dictatorial *dominiarium*—an old word, the inevitable heir and successor of which is the English word "danger," which tells sheer power's only possible story.

If the fruits of scientific research are to become intelligible and usable for parents and others who are moulding our institutions, it is essential that there should continue to be responsible agencies devoted to this specific work.

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